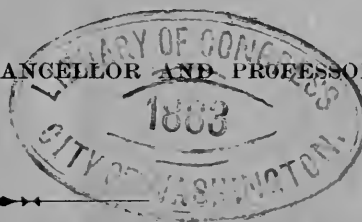


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1868

**JOURNAL OF THE ACTS**  
**OF THE**  
**BOARD OF TRUSTEES**  
**OF THE**  
**UNIVERSITY OF MISSISSIPPI,**  
**AT THE**  
**ANNUAL MEETING**  
**HELD AT**  
**Oxford, June 17th and 26th, 1869,**  
**AND AT THE**  
**ADJOURNED MEETING**  
**HELD**  
**SEPTEMBER 21st AND 24th, INCLUSIVE 1869.**  
**WITH AN APPENDIX**  
**CONTAINING REPORTS OF CHANCELLOR AND PROFESSORS.**



**JACKSON, MISSISSIPPI:**  
**CLARION STEAM BOOK AND JOB PRINTING ESTABLISHMENT.**

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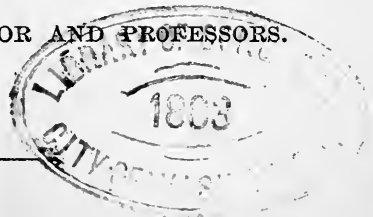
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1869

## Board of Trustees.

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HIS Excellency, the GOVERNOR OF THE STATE, Ex-officio President.  
HON. JAMES M. HOWRY, Secretary and Treasurer.

—o—o—

HON. JAMES M. HOWRY,.....Oxford.  
HON. JAMES BROWN,.....Oxford.  
HON. GEORGE H. YOUNG,.....Waverly.  
HON. ALEX. M. CLAYTON,.....Marshall county.  
HON. CHARLES CLARK,.....Bolivar county.  
HON. THOMAS E. B. PEGUES,.....Oxford.  
HON. GILES M. HILLYER,.....Vicksburg.  
HON. EDWARD C. WALTHALL,.....Coffeeville.  
HON. ROBERT A. HILL,.....LaFayette county.  
HON. WILLIAM YERGER,.....Jackson.  
HON. A. M. WEST,.....Oxford.  
HON. JOHN DUNCAN,.....Jackson.

## EXTRACT.

\* \* \* \* \*

Mr. West offered the following, which was adopted:

*Resolved*, That a committee of three be appointed by the President to examine, with reference to publishing the same, the Reports of Professors, and the action of the present Board, as also the Reports of and action of the Board at the Adjourned Meeting in September. And the Secretary and Treasurer is hereby directed to have printed in pamphlet form, so much thereof as they may recommend, after the adjournment of said September meeting.

And Messrs. Duncan, Hillyer and Brown were appointed said Committee.

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UNIVERSITY OF MISSISSIPPI, }  
OXFORD, Sept. 24, 1869. }

HON. JAMES M. HOWRY, Secretary and Treasurer—

*Sir*:—I am instructed by the committee, appointed under the above resolution, to recommend that three hundred and fifty (350) copies of the journal of the acts of the Board of Trustees at the June and September meetings, with an appendix containing the Reports of the Professors, be printed in pamphlet form, for the use of the members of the Board.

Very Respectfully,

Your ob't. Serv't,

JOHN DUNCAN,  
Chm'n Com't.

## Proceedings.

—o—o—

THE Board of Trustees of the University of Mississippi met at Oxford, on Thursday the 17th June, 1869.

There were present, James M. Howry, Secretary and Treasurer, Messrs. James Brown, T. E. B. Pegues, and R. A. Hill. A quorum not being present,

On motion of Mr. Pegues, adjourned till 4 P. M. to-morrow.

FRIDAY, June 18.

Board met. Present, J. M. Howry, Secretary and Treasurer, Messrs. Clark, Brown, Pegues, Hill, Hillyer and Clayton.

His Excellency, the Governor of the State and ex-officio President of the Board, being absent.

On motion of Mr. Hill, Ex-Governor Charles Clark was chosen President *pro tempore*.

Gen. A. M. West, appointed by His Excellency, the Governor of the State, a Trustee to fill the vacancy occasioned by the death of Rev. D. P. Bestor, D. D., appeared, presented his credentials and took his seat as a member of the Board.

The Secretary and Treasurer presented his annual account of receipts and disbursements for the last fiscal year. (See Appendix No. 1.)

Which, on his motion, was received, ordered to be spread upon the minutes, and referred to a committee of two, to report thereon.

The President appointed Mr. West and Mr. Hillyer said committee.

The Chancellor of the University appeared before the Board and submitted his annual report, which was read, and the different subjects therein mentioned, were referred to appropriate committees. (See Appendix No. 2.)

On motion of Mr. West, it was

*Resolved*, That the Chancellor of the University be, and he is hereby authorized to visit as many of the Colleges and Universities, both North and South, as can be reached within the ensuing vacation, with a view to obtain by personal visits to their faculties, all the information that may be made valuable to our University; and that the several Professors are hereby requested to use their time during vacation in writing

to, and visiting their friends and acquaintances in the States of Mississippi, Tennessee, Alabama, Louisiana, Arkansas and Texas, with the view of increasing the number of pupils.

*Resolved*, That their necessary traveling expenses shall be paid by the Treasurer, when approved by the Executive Committee, whose approval shall not be given, however, until the expense account shall be made out in a business like manner, and certified to by each Professor.

On motion of Mr. Hillyer

The Board proceeded to the election of officers for the ensuing year, by ballot, and on counting out the votes it appeared that James M. Howry was duly elected Secretary and Treasurer, and that James Brown, T. E. B. Pegues and R. A. Hill were elected the Executive Committee.

On motion of Mr. West, it was,

*Resolved*, That the Executive Committee be authorized to have erected a carpenter's shop, and a suitable building for a residence for the carpenter; and to have such repairs made on the dormitories, and other buildings as they may deem necessary. The Treasurer shall pay the cost of the said buildings and repairs, out of any money in the Treasury not otherwise appropriated.

The credentials of Col. John Duncan, appointed a member of this Board, by His excellency, the Governor, to fill the vacancy occasioned by the death of Ex-Governor John J. McRae, were presented, and ordered to be filed, and Col. Duncan being present, took his seat as a member of the Board.

The death of Rev. D. P. Bestor, D. D., was announced to the Board, and on motion of Mr. Hillyer, it was

*Resolved*, That a committee of two be appointed to report a minute for entry on our journal in relation to the life and character of the late Dr. Bestor.

Said resolution was adopted, and the President appointed Messrs. Duncan and Clayton said committee, and on motion of Mr. Clayton, the President was added.

The following communication was received from the Chancellor and read by the Secretary :

UNIVERSITY OF MISSISSIPPI, June 22, 1869.

*To the Hon. the Board of Trustees of the University of Mississippi:—*

GENTLEMEN: As I learn that a portion of the speeches delivered on yesterday, during the Declamation of the Prize Speeches, was received with great disapprobation (and very justly so in my judgment,) I have thought it my duty to present to your Honorable Body the following Resolution, which was adopted on the 15th of May, 1867, by the Faculty of the University.

Prof. Shoup offered the following resolution :

*Resolved*, That no student shall be allowed to introduce any cotem-



poraneous political or controversial religious matter, in any speech or essay, for public exhibition in the University. Adopted.

My object in presenting the above, is to furnish the Trustees with the necessary information to show that the Faculty as a body, are not to be held responsible for any violation of the proper regards for propriety which have occurred in the speeches delivered on yesterday.

JOHN N. WADDEL,  
Chancellor, &c.

Whereupon Mr. Duncan offered the following preamble and resolution :

WHEREAS, A declamation delivered by one of the students of the Sophomore Class at the exercises on yesterday, entitled "Teachings of Congress," has been the subject of considerable remark : Therefore,

*Resolved*, That a copy of said declamation be furnished by the proper department, for the information, and if need be, the action of this Board.

Said preamble and resolution were adopted.

Mr. Duncan, from the committee appointed to prepare a suitable minute in memoriam of the late Dr. Bestor, submitted the following :

Since our last meeting it has seemed good to Divine Providence to remove from this scene of his labors and of his usefulness, the Rev. D. P. Bestor, D. D., one our most valuable members. His relations to the University were of the most valuable character. Active and earnest in his efforts in its behalf—full of zeal and devotion to its interest—eager to promote its prosperity, and to diffuse its benefits, he was a most efficient coadjutor in all plans for its advancement; himself an experienced and able educator, his counsels were of inestimable value in all which regarded the practical workings of our beloved University.

His enlarged benevolence led him to engage earnestly in all works calculated to do good to his fellow men, and to dedicate his life to their spiritual and temporal improvement. His exertions in behalf of those made orphans by the fortunes of the late disastrous war, were worthy of all praise, and contributed much to the success of that beneficent undertaking.

We feel deeply and sincerely the loss which his death has entailed on this Institution, and can only attest that feeling by placing it upon the record of our proceedings.

*Be it therefore Resolved*, That we put this brief recital of his virtues on our minutes, in attestation of our appreciation of his excellence as a man, and of his worth as one of our body.

*Resolved*, That we will wear the usual badge of mourning, for his loss, for the next thirty days.

*Resolved*, That the Secretary be requested to transmit a copy of these resolutions to his family, as a testimonial of our sympathy in their bereavement, and of our desire to assuage the pang of grief for the loss of one who did so much to relieve the sufferings of his fellow-beings.

*Resolved*, That the Oxford, Columbus and Jackson papers be requested to publish these proceedings and resolutions.

Said preamble and resolutions were unanimously adopted.

Mr. Hillyer, from the Committee on the Treasurer's Account, made the following

**REPORT:**

The Committee to whom the accounts of J. M. Howry, Secretary and Treasurer, were referred, beg leave to report :

That they have carefully examined the same, and find that every item of charge is duly supported by a regular voucher.

The whole amount received by him, in the past year, including the sum of fifteen thousand one hundred and eighty-seven dollars and seventy-nine cents, in Auditor's State Warrants, remaining in his hands at the last settlement of his account, in June 1868, is sixty thousand three hundred and six dollars and forty-seven cents.

Amount of disbursements, during the same period, was thirty-seven thousand eight hundred and forty-seven dollars and eighty-three cents—leaving a balance in his hands, at this date, of twenty-two thousand four hundred and fifty-eight dollars and sixty-three cents, of which fourteen thousand five hundred dollars are in Auditor's State Warrants.

All of which is respectfully submitted.

A. M. WEST,  
GILES M. HILLYER.

Said report was received and concurred in.

On motion by Mr. Clayton, it was

*Resolved*, That a committee of three be appointed by the Chair, of which the President pro tem. shall be a member, whose duty it shall be to acquire, by correspondence or by personal examination, all accessible information in regard to the present modes of instruction and tuition in the leading Educational Institutions of this country, and that said committee have power to report to a special meeting of this Board, as preparatory to the adoption of a new curriculum of studies in this Institution, or as a modification of the present system.

The President appointed Messrs. Clayton and Pegues said committee; and, on motion, Mr. Hillyer was added.

On motion of Mr. West, it was

*Resolved*, That the necessary traveling expenses attending the execution of the foregoing resolution, shall be paid by the Treasurer, out of any money in the Treasury not otherwise appropriated.

Mr. Pegues, from the Committee on Discipline, made the following

**REPORT:**

The Committee to whom was referred that portion of the Chancellor's report relating to Discipline, beg leave to recommend the following changes in the laws of the University, viz :

Article 23, of Chapter 1, on page 6, after the word "*assess*," in line second, insert the word "*weekly*."

Chapter 5, Article 1, page 9, strike out "*fourth*," and substitute "*second*." And in Article 3, line second, for "\$15," say "\$18."

The Committee recommend the passage of the following resolution:

*Resolved*, That the Chancellor of the University be earnestly requested

to see that the laws of the University be strictly enforced, both with regard to the Professors and Students.

Respectfully submitted.

A. M. WEST, Ch'm.

Said report was adopted.

The Secretary presented a communication from the Chancellor, accompanied with a copy of the speech of one of the prize speakers on Monday, and in accordance with a resolution of the Board; which was read, and, on motion of Mr. Duncan,

Was referred to a committee of three, to report thereon.

The President appointed Messrs. Duncan, Hill, and Walthall, said committee.

On motion by Mr. Walthall,

*Resolved*, That the Secretary be instructed to have published, in pamphlet form, one thousand copies of Hon. W. P. Harris' Address to the Law Class.

Mr. Howry submitted the following, which was adopted:

Satisfactory evidence having been communicated to the Board, through the report of the Chancellor, that the following named gentlemen are entitled to the degree of Bachelor of Arts, to-wit:

Frank Archelaus Critz, LaFayette Graves Durr, Z. Butler Graves, James Maury Harding, Milton Calhoun Hutton, Thomas Chalmers Johnson, James Andrew Mecklin, William Calvin Wells, John Whitfield Shields, Robert Henry Thompson, James Tickel Downs, Robert Burwell Fulton, Luman Sumpter Handley, Franklin Merriam Howell, Jno. Joseph Angus Johnson, Wm. Schenck Johnson, Robert N. Miller, Saml. Wilds Evans Pegues, Jno. Thompson Stevenson, Alston Madden West,

It is therefore ordered by the Board, that the Degree of Bachelor of Arts be and the same is hereby conferred on the aforesaid young gentlemen; and the Chancellor is hereby directed to deliver to them their Diplomas, on Commencement Day: provided they have complied with the laws.

And satisfactory evidence having been furnished, through the Chancellor, that the following named gentlemen are entitled to the Degree of Bachelor of Law, the same is hereby conferred upon them, and the Chancellor is hereby directed to deliver to them their Diplomas on Commencement Day, they having complied with the laws, to-wit:

Harris Parke Branham, Jno. W. Thompson Falkner, Wm. Richard Barnaby Hatter, Green Barclay Huddleston, Jas. Franklin McCool, Thomas Joiner McFarland, Charles Edward Pegues, Wm. Henry Rees, Picket Leake Strickland, James Lawrence Young, George Franklin F. Thomas.

Upon the recommendation of the Faculty, the following Degrees were conferred by the Board:

The Degree of Master of Arts, on Thomas S. Gathright, Rev. Rufus W. Shive, and George Edward Critz.

Mr. Clayton offered the following resolution, which was adopted:

*Resolved*, That the whole of Chapter IX of the laws of the University of Mississippi, in regard to free Students, be stricken out and repealed; provided, that its repeal shall not apply to any Student now connected with the University.

Mr. Howry offered the following:

WHEREAS, From some cause unknown to the Board, the committees heretofore appointed to report resolutions in memory of the late Hon. C. Pinckney Smith and Hon. Isaac N. Davis, formerly members of this Board, have not been able to make a report; therefore

*Resolved*, That a committee of five be appointed to prepare a minute and resolutions pertaining to the life and services of Judge Smith and Major Davis, and to make report at the next regular meeting of the Board.

Said preamble and resolutions were unanimously adopted.

And thereupon, the President appointed Messrs. Yerger, Clayton, Pegues, Duncan, and Hillyer said committee.

Mr. Pegues, from the Committee on Mess Halls and Servants, made the following

#### **REPORT:**

The Committee to whom were referred so much of the Chancellor's report as relates to Mess Halls and Servants, submit the following:

In the first place, the system of labor which has subsisted in and about the public buildings of the University, is reprehensible on several accounts. It costs the Students more than it is worth. It is corrupting the servitude of the whole community, in this, that it offers a reward for idleness. Servants who realize thirty dollars per month, are idling about the campus at all hours of the day. They have been responsible to no one, and their presence has frequently proved to be an annoyance. We recommend an entire change, and suggest that no servant shall hereafter be employed in or about the public buildings, except by the Executive Committee, or their agent, who shall assign him his duties, and see that he properly discharges them. No more shall be employed than may be necessary to give proper attention to the Students and to the public rooms. The Students shall not have any control over them whatever, or right to assign them to any duty other than those assigned by the Executive Committee or their agent, without their assent.

The redress of the Students for inattention of servants, should be in complaint to the Executive Committee or their agent or other officer.

In the second place, we think the system of messing within the Halls of the University, should be abated. At the time of its introduction, when there was less money in the country, it was perhaps necessary, but now it cannot be so, and we think a Mess Hall, under the general superintendence of the Executive Committee or their officer, may be established and so managed as to spread a better table than is now done in any of the mess rooms, and at a cheaper rate. If the Board think favorably, we are prepared to enter into a verbal detail. Otherwise, we recommend, that in consideration of the use of the Steward's Hall and adjacent grounds free from rent, the Steward be required to furnish

board at \$15 per month, and that such Students as may not be satisfied with the Hall, be permitted to board in any respectable family, in the vicinity.

We have not time to enter further into the discussion of this subject in the present report, but we hope that its importance will secure for it the full consideration of the Board.

Respectfully submitted,

T. E. B. PEGUES, Ch'n.

Mr. Duncan, from the committee on an address delivered for the Sophomore prize, made the following report:

*Mr. President:* The committee to whom was referred the address entitled Teachings of Congress, and declaimed by a member of the Sophomore Class, in the University Chapel, on Monday last, and to which the attention of the Board has been called by the Chancellor in his communication of the 22d instant, beg leave most respectfully to report:

That they have examined the composition in question, and have no hesitation in declaring it to be one of a nature entirely unfit to be addressed to a refined and intelligent audience, such as was on that occasion assembled in the Chapel of the University.

Its character, too, is in direct violation of a resolution passed, as we learn by the communication of the Chancellor, by the Faculty, which prohibits the introduction of any political or controversial religious matter in any speech or essay for public exhibition.

We, therefore, respectfully recommend the adoption of the following:

*Resolved,* That the Board hereby express their disapprobation of the address entitled "Teachings of Congress," recently delivered in the University Chapel, by a member of the Sophomore Class, and their deep regret that such a speech should have been delivered on the occasion.

*Resolved,* That this was a palpable violation of an important rule of the Faculty, and which the Board trusts may not be repeated.

*Resolved,* That the Secretary be requested to furnish the Chancellor with a copy of this report.

Respectfully submitted,

JOHN DUNCAN,

R. A. HILL,

Committee.

Said report was received and adopted, Mr. Walthall, at his own request, having been previously excused from serving on the committee.

Mr. Hillyer offered the following, which was adopted:

The Board of Trustees of the University of Mississippi acknowledge, with great pleasure, the sustaining hand of the State authorities in their liberal appropriations heretofore made by the Legislature, and the prompt issuance of the warrants in conformity therewith.

They feel that they can assure the public that the same wise and liberal course will still be pursued in the future.

The appropriations heretofore made enable the University to be carried on with vigor and success. And the Board tender their acknow-

ledgments to the acting Governor of the State for his assurance that the regular requisitions made by legislative authority will promptly be carried out by him.

Mr. Hill submitted the following report:

Your committee, to whom was assigned the duty of having the University Library re-adjusted, and a new catalogue made, have attended to that duty by requesting Col. Hillyer, of our Board, to perform that service; who faithfully, and in a manner highly commendable, made a complete re-adjustment of the library, and a new catalogue, which required considerable time and labor, for which we agreed to pay him the sum of one hundred dollars, believing that to be a very low compensation.

We refer you to the catalogue prepared by him as a part of this report, and recommend that five hundred copies thereof be printed for the use of the University.

Respectfully submitted,

R. A. HILL,  
J. M. HOWRY,  
Committee.

Said report was received and adopted. (See Appendix No. 3.)

On motion of Mr. West,

*Resolved*, That the Secretary is hereby directed to furnish to each member of the Board, not present during the present session, a copy of all important reports of committees and resolutions adopted.

On motion by Mr. Pegues,

*Resolved*, That the sum of one hundred dollars be placed in the hands of Dr. Hilgard, Professor of Chemistry, to furnish the Laboratory with such chemicals and glass-ware, and other necessary articles as may be required; an account of which shall be rendered, with the proper vouchers, to the Executive Committee.

*Resolved*, That the sum of two hundred and fifty dollars be appropriated for the purchase of books for the Chemical Library, and that the same be expended under the direction and advice of the Professor of Chemistry.

Mr. Duncan offered the following:

*Resolved*, That five hundred copies of the proceedings of the present session be printed in pamphlet form, for the use of the members of the Board.

The adoption of which was advocated by Mr. West and Mr. Duncan, and opposed by Mr. Brown, Mr. Walthall, and others. The resolution, at the request of a member, was withdrawn.

Mr. West offered the following:

*Resolved*, That a committee of three be appointed by the President to examine, with reference to publishing the same, the Reports of Professors, and the action of the present Board. As also the Reports and action of the Board at the adjourned meeting in September; and that the Secretary and Treasurer is hereby directed to have printed, in



pamphlet form, so much thereof as they may recommend, after the adjournment of said September meeting. Adopted; and Messrs. Duncan, Hillyer and Brown appointed said committee.

The Board adjourned till Tuesday, 21st September, 1869.

*Extracts from the Proceedings of the Board, at the September meeting, 1869:*

The Chancellor of the University appeared before the Board and read a report embracing the general results of his observation during his recent visits to various Colleges and Universities, under the order of the Board in June last; which, on motion of Mr. West, was received; and after considerable discussion thereon, was laid on the table for further consideration. (See Appendix No. 4.)

A partial report from Hon. A. M. Clayton, as chairman of the committee appointed at the last regular meeting of the Board on a change of the curriculum, was presented and read, and, on motion, laid on the table. (See Appendix No. 5.)

On motion of Mr. Brown,

The Board proceeded to the election of an additional Professor, which resulted in the unanimous choice of Prof. W. S. Wyman, of Tuscaloosa, Alabama.

The assignment of his special duties is to be made by the Chancellor whenever he reports for duty: And that his salary shall commence at that time.

Mr. Pegues, from the Executive Committee, submitted a report on the improvements of the University buildings, which was received, and, on his motion, referred to a committee of three.

The President appointed Messrs. West, Duncan, and Walthall, said committee, and to which the President *pro tem.* was added.

The resignation of Prof. Shoup was presented by the Executive Committee, and, on motion of Mr. Hill, the same was accepted.

Mr. Clark, (Mr. Hill in the Chair,) submitted the following resolutions:

1st. *Resolved*, That the duties of vacant Chairs in the Faculty, and the studies unassigned, shall be assigned, by the Chancellor, to such members of the Faculty as he may choose; and in case the duties imposed upon any Chair becoming onerous, that the Professor may appoint, with the approbation of the Chancellor, a Tutor as assistant; who shall hold his office during pleasure of such Professor, and receive from the Treasury, as compensation, eighty dollars per month. The whole number of Tutors shall not exceed two, unless by order of the Executive Committee, and they shall, if practicable, be selected from the alumni of the University.

2nd. *Resolved*, That a special meeting of the Board be held on Tuesday after the Third Monday of March next, unless the Legislature be

in the meantime ordered to convene, and in that case the meeting shall be at Jackson, on the first Monday after the day of the meeting of the Legislature.

3rd. *Resolved*, That the subject of change of the curriculum, and the establishment of scientific schools, be postponed until the next meeting of the Board, and that the Faculty be requested to consider the subject and report to the Board their views collectively or individually; and especially that they make a detailed report of the course of study in the curriculum, indicating the required and the elective studies, and the studies that shall be those of the special or scientific schools, elective or compulsory, and the proper organization of the Faculty in reference to such proposed changes. That the Faculty be requested to give their advice as to the details of such proposed re-organization of the University, so as to introduce special scientific schools, whether they approve of such re-organization or not, it being the opinion of the Board that the necessity for such re-organization exists.

Said resolutions were adopted.

On motion of Mr. West,

*Resolved*, That the report of J. N. Waddel, Chancellor, of the 22nd September, 1869, is able, instructive, and comprehensive, and furnishes evidence of an efficient and faithful discharge of the responsible duties of his mission.

*Resolved*, That the sum of three hundred dollars be paid by the Treasurer to the Chancellor, to cover his expenses while in the service of the University during vacation.

On motion of Mr. Pegues,

*Resolved*, That the Executive Committee of the Board of Trustees be authorized to employ Col. James Brown as Superintendent of buildings and improvements so long as they consider his services necessary; and that the compensation be fixed at the sum of one hundred dollars per month,—said salary to commence on and from the first of July last, and in addition to his necessary traveling expenses.

Mr. Howry offered the following resolution:

*Resolved*, That a committee be appointed to report to the Board a plan or system to carry on the boarding department at the Steward's Hall—the design being to board the students at the cheapest rate, by employing a steward to purchase and prepare provisions for them—they furnishing the means to carry on the establishment.

Mr. Duncan, offered the following amendment:

*Resolved*, That a committee of three be appointed to report to the Board a proper mode of receiving and disbursing the moneys connected with the Steward's Hall.

Said resolutions were both referred to a committee, consisting of Mr. Clarke, (Mr. Hill in the Chair,) Messrs. Duncan, West, and Pegues.

On motion of Mr. West,

*Resolved*, That in all cases for the payment of money on accounts and contracts, by the Executive Committee, the account made out in proper



form, and examined and allowed by said Committee, shall be a voucher for the Treasurer in his settlement with the Board, and the rule requiring the Executive Committee to make out an annual account of drafts issued on accounts and contracts is hereby abrogated.

Mr. West submitted the following report :

The committee to whom was referred the report of the Executive Committee in reference to improvements and repairs upon the University buildings, beg leave to report, that they have performed the duty assigned them as far as their limited time permitted, and found much to approve and nothing to condemn. The improvements and repairs are of a substantial character and neatly executed, and were necessary to the comfort and health of the Students and Faculty. Your committee are also of the opinion that said improvements and repairs have been economically made, and with a proper appreciation of our financial condition, and the necessities of the case.

The said committee, being impressed with the importance of a successful execution of the subject with which they are charged, imposed the more active and laborious duties upon Mr. James Brown of said committee, who performed them in a most commendable manner, devoting, as your committee are informed and believe, his entire time to this service. Therefore, we agree with said committee in the recommendation of allowing him liberal compensation for the same.

Your committee recommend, that in view of the financial condition of your treasury, that all further improvements be suspended, except such as are indispensable to health, decency, and the preservation of the buildings.

The fencing around the yard and gardens of the several residences should be repaired in a manner to afford entire protection against depredations. Privies, suited to the necessities of the pupils, should be provided at the earliest practicable period.

The preservation of the forest growth, and the protection of the grass, and the otherwise ornamentation of the University grounds, should, in the opinion of your committee, engage your most serious attention.

Your committee respectfully submit, that the practice of cutting down the forest growth, and reducing the lands of the University to cultivation, cannot be too earnestly reprobated, when considered in connection with the subject of education, and the contemplated permanency of our University. You cannot too soon order the practice discontinued.

A. M. WEST, Chairman.

Said report was received and agreed to.

—o—o—

## STEWARD'S HALL.

Mr. Clark made the following report:

*Mr. President:* The committee, to whom was referred the subject of the Steward's Hall. have had the same under consideration, and beg leave to report the following resolutions, which they respectfully submit for the consideration of the Board:

1st. *Resolved*, That the responsibility of the Steward's Hall, and all authority over it, are hereby devolved upon, and granted to the Executive Committee.

2nd. *Resolved*, That it shall be the duty of the Steward to pay over to or account to the Executive Committee for all monies that may have been paid to him, by the students, for board or servant hire, and that hereafter all such monies be paid to the Executive Committee.

3rd. *Resolved*, That the Executive Committee be authorized to engage and control a necessary number of employees and servants to perform the duties connected with the University, except such as may be in the service of the several Professors.

4th. *Resolved*, That the Executive Committee be authorized to purchase suitable furniture for the use of the Steward's Hall, and, also, such teams and vehicles as may be required for the use of the University, and the Treasurer of the University is hereby directed to pay for the same; and, also, to make such advances from the Treasury as may be deemed necessary to sustain the Steward's Hall—said advances to be repaid from the money received from students for board—upon the requisition of the Executive Committee.

5th. *Resolved*, That the Executive Committee be requested to make inquiries and such experiments as they may deem proper to the relative advantage of coal and wood for fuel, and report thereon to the Board at its next meeting.

Respectfully submitted,

CHAS. CLARK, Chairman.

Said report was received; whereupon,

Mr. Howry moved to strike out the 4th resolution in said report, and, after considerable discussion thereon, the vote was taken by yeas and nays, and resulted as follows:

YEAS—Mr. Howry.

NAYS—Messrs. Clark, (Mr. Hill in the Chair,) Brown, Duncan, Pegues, and West.

So the same was not stricken out.

A vote was then taken on the whole report and adopted—

Mr. Howry voting No.

Mr. Howry offered the following resolutions:

*Resolved*, That the Secretary and Treasurer be authorized to cause Photographs of the principal buildings to be taken and Lithographed in sufficient numbers to have one of each put in the catalogues next year.

*Resolved*, That the Chancellor, with the assistance of the Faculty, if necessary, be requested to prepare a description of each building, with its contents, to be printed in the catalogues, and to accompany each Lithograph, *Provided* the cost of the same is not too great, in his opinion.

Said resolutions were adopted.

On motion of Mr. Howry,

The following resolution was adopted:

*Resolved*, That if the Executive Committee should elect to purchase such teams and vehicles for the use of the University, as they may in their wisdom deem necessary, the Steward shall take charge of the same and provide food for them, and keep them in the use of the Steward's Hall, and when not engaged shall hire them out to the best advantage, in order to save expense; and that he shall keep an account of the amounts so expended, and the amount made, and report to the Executive Committee a detailed account of the same in settlement.

A memorial of T. W. & J. R. Tomlinson, praying the Board to carry out certain contracts by them with a member of the Board for furnishing fuel at the University, was presented; and, on motion, was referred to a committee of two, consisting of Mr. West and Mr. Hill, to adjust.

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NOTE BY THE SECRETARY.—The meetings and adjournments of the sessions of the Board, and the names of the members present at each one, has been omitted. Since the adjournment of the meeting in June, about ten thousand dollars have been expended on repairs of buildings at the University.

## APPENDIX No. 1.

### James M. Howry, Treasurer of the University of Mississippi,

*In Account Current, Dr.*

1868.		
June,	To balance on hand at date of last report, in State Warrants,	\$15,187 79
Aug. 8,	Amount received from State Treasury, in State Warrants, under Act 27, February 1848.....	6226 75
"	Under same Act.....	5324 44
	Under Act 27, February 1854.....	2000 00
1869.		
Jan. 14,	Amount received under Act 19, February 1867.....	5000 00
Ap'l 20,	Amount received under Act 19, February 1867.....	5000 00
" 21,	Amount received under Act of 27th February 1848.....	11,551 19
" 21,	Amount received under Act of February 1854.....	1000 00
June,	Amount received for tuition fees for seventeen sessions ending June 1869.....	6160 00
	Amount received for fuel for same.....	2760 50
	Amount fuel fees from Mess Halls.....	95 80
Total receipts.....		\$60,306 47

*Cr.*

1868.	By drafts paid on drafts of Executive Committee—	
July	To Charley Delbridge, hauling..... Voucher No. 1.....	\$ 1 75
	Bob Blake, labor..... 2.....	1 25
	H. Brown, labor..... 3.....	75
	M. Cook & Son, lumber..... 4.....	18 00
	W. Albright, lumber..... 5.....	37 17
	D. Brown, labor..... 6.....	1 50
	Allen, labor..... 7.....	11 25
	Jim Neilson, hauling..... 8.....	30 00
	Tobe Ruffman, labor..... 9.....	75
August,	Cook & Co., screws..... 10.....	1 50
	Jim Neilson, labor..... 11.....	35 00
	E. W. Hilgard, chenil..... 12.....	29 00
	H. P. Howry, hauling..... 13.....	1 50
	Mississippi Central Railroad, freight..... 14.....	4 82
Sept'r 1,	Mississippi Central Railroad, freight..... 15.....	9 60
" 2,	Mississippi Central Railroad, freight..... 16.....	3 70
" 4,	Appeal, advertising..... 17.....	4 00
" 7,	Jim Neilson, hauling..... 18.....	35 00
" 13,	J. F. Dunlap, labor..... 19.....	150 50
" 17,	Charley Delbridge, hauling..... 20.....	1 00
" 17,	H. Wohleben. blacksmithing..... 21.....	56 85
" 17,	Burney & Stokes, fuel..... 22.....	196 87½
" 18,	Jim Neilson, hauling..... 23.....	20 00
" 18,	W. N. Shives, lumber..... 24.....	15 00
" 21,	W. C. Neill, fuel..... 25.....	35 00
" 21,	Bob Brown, labor..... 26.....	1 00
" 24,	Express Company, freight..... 27.....	25 00
" 30,	T. D. Isom, sundries..... 28.....	25 05
Oct'r.	L. W. Gabbert, oil..... 29.....	4 00
" 5,	B. P. Howell, labor..... 30.....	5 50
" 9,	Wilson, Peters & Co., chemicals..... 31.....	33 72
" 10,	Fee & Thompson, iron..... 32.....	2 00
" 10,	W. H. Johnson, fuel..... 33.....	93 62½
" 12,	Burney & Stokes, fuel..... 34.....	112 00
" 12,	W. C. Neill, fuel..... 35.....	66 50

## ACCOUNT CURRENT—CONTINUED.

Oct. 12,	D. S. Heam, tuition.....	Voucher No. 36.....	\$ 34 00
" 12,	K. Clarke, labor.....	37.....	7 50
" 12,	R. G. Craig & Co., Lime, etc.....	38.....	68 50
" 15,	G. M. Hillyer, sev.....	39.....	4 95
" 16,	W. C. Neill, fuel.....	40.....	21 00
" 16,	Lyles Bros., sundries.....	41.....	6 30
" 16,	Mississippi Central Railroad, freight.....	42.....	4 60
" 16,	" " " ".....	43.....	2 80
" 16,	F. Labauee, chemicals.....	44.....	47 95
" 16,	J. E. Wallace, carpentering.....	45.....	18 40
" 19,	McCombs & Co., hardware.....	46.....	32 75
" 24,	W. H. Johnson, fuel.....	47.....	70 00
" 24,	J. M. Marshall, glazing.....	48.....	58 15
" 28,	W. H. Johnson, fuel.....	49.....	22 85½
" 31,	J. E. Wallace, labor.....	50.....	60 00
" 31,	Jim Neilson, labor.....	51.....	2 00
" 31,	Mississippi Central Railroad, freight.....	52.....	2 25
" 31,	" " " ".....	53.....	2 25
" 31,	S. G. Burney, fuel.....	54.....	238 87½
Nov. 17,	Vance & Viser, lime.....	55.....	21 00
" 17,	Mississippi Central Railroad, freight.....	56.....	1 66
" 17,	Eleck Pegues, labor.....	57.....	15 00
" 17,	T. D. Isom, glass etc.....	58.....	24 40
" 17,	Burney & Stokes, fuel.....	59.....	89 25
" 30,	Jim Neilson, labor.....	60.....	1 50
Dec. 5,	W. C. Neill, fuel.....	61.....	26 25
" 5,	T. R. Tomlinson, fuel.....	62.....	73 50
" 5,	Smither & Son, sundries.....	63.....	4 33
" 5,	T. W. Tomlinson, fuel.....	64.....	113 75
" 9,	T. H. Lyman, painting.....	65.....	202 00
" 9,	Wilson, Peters & Co.....	66.....	29 00
1869.			
Jan. 1,	Burney & Stokes, fuel.....	67.....	123 37
" 1,	G. Burgland, sash.....	68.....	75 00
" 1,	E. W. Hilgard, servant.....	69.....	48 00
" 2,	W. H. Johnson, fuel.....	70.....	196 00
" 16,	W. H. Johnson, fuel.....	71.....	40 25
" 23,	W. H. Johnson, fuel.....	72.....	35 87½
" 23,	J. E. Wallace, labor.....	73.....	5 00
" 30,	Henry Worley, repairs.....	74.....	36 50
Feb. 2,	Elick Pegues, labor.....	75.....	15 00
" 2,	J. W. Stokes, fuel.....	76.....	79 62½
" 2,	D. W. Jones, brick.....	77.....	52 50
" 2,	J. R. Tomlinson, fuel.....	78.....	63 00
" 3,	S. G. Burney, fuel.....	79.....	541 62½
" 3,	S. N. Thompson, printing.....	80.....	10 00
" 4,	James Brown, hauling.....	81.....	74 00
" 4,	D. J. Liverman, shingles.....	82.....	12 50
" 6,	J. C. Wallace, services.....	83.....	10 00
" 13,	J. G. Sheegog, sundries.....	84.....	5 45
" 13,	C. R. Delbridge, hauling.....	85.....	2 25
" 13,	W. H. Johnson, fuel.....	86.....	70 00
" 13,	Thomas Cantwell, hauling.....	87.....	12 00
" 26,	Harwood, Roberts & Doyle, sand.....	88.....	43 25
" 27,	A. Corson, labor.....	89.....	15 00
" 27,	J. W. Stokes, fuel.....	90.....	42 00
" 27,	S. G. Burney, fuel.....	91.....	422 62½
" 27,	W. H. Johnson, fuel.....	92.....	115 50
" 27,	N. F. Worley, brick work.....	93.....	97 62½
Mar. 10,	G. W. Delbridge, express charges.....	94.....	1 15
" 10,	J. M. Marshall, glazing.....	95.....	7 50
" 10,	J. F. Dunlap, plastering.....	96.....	37 50
" 10,	B. P. Howell, repairs.....	97.....	27 00
April,	Thad. Morris, repairs.....	98.....	2 50
"	Mississippi Central Railroad, freight.....	99.....	22 00
"	A. Carson, carpentering.....	100.....	83 35

ACCOUNT CURRENT—CONTINUED.

May	1,	Samuel Knox, labor.....	Voucher No. 101.....	\$ 2 50
"	3,	Mississippi Central Railroad, freight.....	102.....	5 00
"	4,	Samuel Lockridge, roof.....	103.....	2 50
"	"	J. Wallace, roof.....	104.....	13 50
"	"	Sam. Logan, roof.....	105.....	2 18
"	"	R. Wallace, roof.....	106.....	18 00
"	"	William Strong, roof.....	107.....	27 00
"	"	Dolph, labor.....	108.....	60 00
"	"	J. H. Low, fencing.....	109.....	70 13
"	"	Tobe McCoy, labor.....	110.....	17 50
"	"	J. W. Stokes, fuel.....	111.....	122 50
"	"	Sam. Shivers, hauling.....	112.....	6 75
"	6,	Barry Legan, labor.....	113.....	3 75
"	7,	Jim Dickens, hauling.....	114.....	4 50
"	7,	Shaw & Robinson, grates.....	115.....	19 50
"	12,	Anderson Chilton, labor.....	116.....	16 25
"	28,	Jim Neilson, hauling.....	117.....	1 50
June	5,	W. M. Strong, labor.....	118.....	72 00
"	7,	Mississippi Central Railroad, freight.....	119.....	15 65
"	9,	Charles Delbridge, hauling.....	120.....	6 00
		S. G. Burnoy, fuel.....	121.....	44 00
		Phil. Walter, labor.....	122.....	6 00
		A. Corson, services.....	123.....	81 00
		McWilliams, labor.....	124.....	2 50
		Tom Brown, labor.....	125.....	8 00
		Thomas Cartrell, lumber.....	126.....	17 92
		Samuel Shivers, hauling.....	127.....	75
		Phil. Walter, hauling.....	128.....	3 00
		R. H. Strong, lumber.....	129.....	34 92
"	12,	Mansfield & Higbee, glass, etc.....	130.....	70 50
		Isom, labor.....	131.....	22 50
		A. Corson, services.....	132.....	79 00
		Curry Wilson, lumber.....	133.....	81 85
"	14,	Thomas Walton, house servant.....	134.....	240 00
		T. E. B. Pegues, sundries.....	135.....	221 41
"	"	J. H. Howry & Co., stationery, etc.....	136.....	70 45
"	"	T. E. B. Pegues, labor.....	137.....	13 25
"	"	E. C. Boynton, pumps.....	138.....	30 00
"	"	G. Bergland & Bro., sundries.....	139.....	227 52
Total amount paid on drafts of Executive Committee.....				<u>\$6543 15½</u>

1868.

June	24,	To A. M. Clayton, Trustee Ex.,.....	Voucher No. 1.....	\$30 00
"	25,	Charles Clark, " ".....	2.....	87 00
		D. P. Bestor, " ".....	3.....	84 00
		Geo. H. Young, " ".....	4.....	82 50
		Wm. Yerger, " ".....	5.....	61 50
		R. A. Hill, " ".....	6.....	24 00
		T. E. B. Pegues, " ".....	7.....	24 00
		J. M. Howry, " ".....	8.....	24 00
		James Brown, " ".....	9.....	24 00
	26,	A. Smith,.....	10.....	175 00
		Alford Neilson, servant hire,.....	11.....	75 00
		Express Company, freight,.....	12.....	1 50
		Kay & Bros.,.....	13.....	35 00
		Mississippi Central Railroad, freight,.....	14.....	16 90
July		George Little,.....	15.....	583 33
		James Brown, services,.....	16.....	500 00
		T. E. B. Pegues, services,.....	17.....	500 00
		J. M. Howry, services,.....	18.....	500 00
		R. G. Craig & Co., cement,.....	19.....	33 75
		Mississippi Central Railroad, freight,.....	20.....	9 55
		G. W. Delbridge, Express,.....	21.....	1 25

## ACCOUNT CURRENT--CONTINUED.

July	Charles Clark, dis. on warrant,.....	Voucher No. 22,.....	\$62 49
	T. E. B. Pegues, " " ".....	23,.....	55 77
	C. B. Howry, " " ".....	24,.....	186 00
August	H. W. Walter, " " ".....	25,.....	216 00
	W. W. Gaither, " " ".....	26,.....	30 00
	G. W. Delbridge, Express,.....	27,.....	21 60
31,	D. Van Nostrand, books,.....	28,.....	175 00
Sept. 1,	E. C. Boyeston, ser.,.....	29,.....	100 00
	G. W. Delbridge, Ex.,.....	30,.....	50
14,	L. D. Viser, stamps,.....	31,.....	4 00
16,	J. C. Wallace, Proctor,.....	32,.....	166 66½
17,	B. H. Hemmingway, tuition,.....	33,.....	40 80
18,	C. W. Sears, ".....	34,.....	97 62½
24,	Memphis Appeal, adv.,.....	35,.....	20 00
26,	A. M. Clayton, Trustee,.....	36,.....	18 00
26,	Wm. Yerger, ".....	37,.....	55 50
	James Brown, ".....	38,.....	6 00
	J. M. Howry, ".....	39,.....	6 00
	R. A. Hill, ".....	40,.....	6 00
	G. M. Hillyer, ".....	41,.....	102 30
	T. E. B. Pegues, ".....	42,.....	6 00
28,	Summit Times, adv.,.....	43,.....	15 00
Oct. 1,	A. T. Tidwell, Bell R.,.....	44,.....	5 00
3,	H. H. Hines, adv.,.....	45,.....	13 00
6,	Montgomery Adv., adv.,.....	46,.....	28 75
13,	Clarion, printing,.....	47,.....	128 00
16,	G. M. Hillyer, ser.,.....	48,.....	100 00
19,	Express Company,.....	49,.....	1 50
28,	G. W. Delbridge, ft. &c.,.....	50,.....	6 60
29,	Tuscaloosa Monitor, adv.,.....	51,.....	17 00
Nov.	Mobile Register, ".....	52,.....	34 00
Dec. 19,	R. H. Loughbridge, Bell R.,.....	53,.....	25 00
	G. W. Delbridge, ft.,.....	54,.....	4 00
	O. T. Keeler, book,.....	55,.....	5 00
	Summit Times, printing,.....	56,.....	15 00
1869.			
Jan. 1,	J. J. Wheat, salary,.....	57,.....	1060 00
	C. W. Sears, ".....	58,.....	1020 00
	E. W. Hillgard, ".....	59,.....	1035 00
	J. N. Waddel, ".....	60,.....	1250 00
	L. C. Garland, ".....	61,.....	1000 00
16,	Express Company, freight,.....	62,.....	3 75
19,	A. J. Frantz, printing,.....	63,.....	10 00
22,	Home and Phoenix Ins. Cos.,.....	64,.....	220 00
	Shannon & Grace, adv.,.....	65,.....	20 00
Feb. 1,	D. Van Nostrand, books,.....	66,.....	28 27
	Alford Neilson, servant hire,.....	67,.....	75 00
2,	Phoenix Ins. Co., insurance,.....	68,.....	175 00
	J. M. Howry, salary and ex.,.....	69,.....	496 75
	S. G. Burney, " " dis.,.....	70,.....	1020 00
	F. A. Shoup, " " ".....	71,.....	1005 00
	L. Q. C. Lamar, " " ".....	72,.....	1056 22
	A. J. Quinche, " " ".....	73,.....	1043 00
Feb. 2,	Geo. Little, services, sal.,.....	74,.....	350 00
	Appeal, printing,.....	75,.....	5 50
	W. W. Gaither, dis. on warrants,.....	76,.....	20 00
	Judge Mays, " ".....	77,.....	150 00
	C. F. Sawyers, " ".....	78,.....	12 50
	C. F. Sawyers, " ".....	79,.....	12 50
	T. R. Dashiell, " ".....	80,.....	75 00
	Judge Mosely, " ".....	81,.....	135 00
	R. O. Reynolds, " ".....	82,.....	40 50
	W. H. H. Tison, " ".....	83,.....	63 50
March	Judge Mayes, " ".....	84,.....	40 00
	L. R. Dashiell, " ".....	85,.....	165 00
	F. S. Hunt, " ".....	86,.....	195 00



ACCOUNT CURRENT—CONTINUED.

March	W. H. West,	"	"	Voucher No. 87,	\$ 5 00
	H. Hilzheim,	"	"	88,	75 00
	W. F. Mason,	"	"	89,	30 20
	Wm. Thompson,	"	"	90,	150 88
April	J. Sims, jr.,	"	"	91,	98 00
May	G. Bergland,	"	"	92,	15 00
	J. J. Hooker,	"	"	93,	450 00
	Dr. Kerr,	"	"	94,	112 50
	W. S. McKee,	"	"	95,	100 00
	F. S. Hunt,	"	"	96,	45 00
	George R. Fearn,	"	"	97,	150 00
	R. O. Reynolds,	"	"	98,	90 00
	G. F. Neill,	"	"	99,	225 50
	L. R. Wilson,	"	"	100,	170 00
	J. T. Rucks,	"	"	101,	150 00
	Power & Barksdale, printing,			102,	400 00
	W. H. Brown, labor,			103,	25 00
	South Western Presbyterian, printing,			104,	20 00
	Telegram,			105,	4 00
	DeBow's Review,			106,	12 00
	E. C. Boynton, services,			107,	150 00
	J. C. Shoup, adv.,			108,	15 00
	E. W. Roots, dis. on w.,			109,	50 00
	J. C. Randle, postage,			110,	19 43
	A. J. Quinche, tuition,			111,	291 42
	J. N. Waddel, salary,			112,	1345 00
	S. G. Burney,			113,	1145 76
	A. J. Quinche,			114,	1000 00
	L. Q. C. Lamar,			115,	1000 00
	F. A. Shoup,			116,	1000 00
	C. W. Sears,			117,	1336 67
	J. J. Wheat,			118,	1371 42
	L. C. Garland,			119,	1010 00
	E. W. Hilgard,			120,	1035 00
	George Little,			121,	350 00
	J. M. Howry,			122,	490 00
	E. C. Hart, fees returned,			123,	55 00
	Express charges, on freight,			124,	51 90
	C. F. Sawyer, discount on w.,			125,	93 75
	J. D. Stewart,			126,	209 07
	R. H. Loughbridge, services,			127,	25 00
	Giles M. Hillyer, discount,			128,	460 46
	F. D. Barnum, medals,			129,	30 50
	Southern Railroad Association, freight,			130,	10 65
	R. M. Mosby, telegram,			131,	1 70

Total amount payments,	\$31,304 68
Do do do brought over,	6,543 15½
By balance on hand,	22,458 63½

\$60,306 47

SUMMARY.

Of the Balance on hand:

There are in warrants,	\$14,500 00
" " " currency,	7,958 63½

\$22,458 63½



## APPENDIX No. 2.

UNIVERSITY OF MISSISSIPPI, }  
JUNE 17, 1869. }

*To the Hon. The Board of Trustees of the University of Mississippi—*

GENTLEMEN: The Fourth Session of the University since the surrender, the seventeenth of its actual operations, and the twenty-first year of its existence, is drawing to a close. While we feel called upon to record with gratitude that measure of the Divine favor which has been extended to us during the past year, we are also called to mention with saddened and stricken spirits, the unusual mortality which has occurred in the numbers of those who have been more immediately connected with us.

First in prominence among the deaths referred to, we mourn the loss of Rev. Dr. Bestor, an honored member of the Board of Trustees. He was present at our last commencement, taking part in your counsels, and by his cheering words, and earnest zeal, contributed much to our encouragement, and enjoyment. On the evening of the annual meeting of one of the two Literary Societies, he took active and deeply interested share in the proceedings, and by his genial and happy address, diffused a universal glow of enjoyment among the visitors. On the same night after the adjournment of the Society, he was violently attacked with the disease, under which he ultimately sank. Though a lingering attack, yet it never relaxed its grasp upon his system, until death ensued, which event occurred a few weeks since in the city of Mobile.

In the midst of our sorrow on occasion of this melancholy event, it affords us a real gratification to be enabled to record that he has left behind him a name which is enbalméd in the hearts of many warm and devoted friends, and if we seek that monument most appropriate to his memory, it will be found in the good deeds by which his long and useful life was distinguished. An additional cause for gratitude in connection with this event, is the recollection that among the last objects to which his active and devoted zeal was directed, was our beloved University.

Since our last session closed seven students who were then with us, have also been called from this scene of earthly existence.

#### I.—NUMBER PRESENT DURING THIS SESSION.

I regret that I am under the necessity of reporting a decline in the number of students attending the University during the present session as compared with the numbers of the session preceeding this. A review of the attendance since the re-opening of the exercises of the University, presents the following statistics:

Number in attendance since 1865.

Session of 1865-66.....	193
“ 1866-67.....	246
“ 1867-68.....	231
“ 1868-69.....	214

From this table it will be perceived that we have fallen short during the present session of the numbers of the session immediately preceeding, by 17. It is also apparent that the session before the present, fell short of the numbers of the one immediately preceeding it, by 15. So that the session now closing has had in attendance, 32 less than the session of 1866-67.

It is not possible to assign with certainty the cause of this decline in numbers, indicating on first view a failure to maintain our standing and popularity among the people of the State. For in the first place, I remark that the same decline in numbers has been experienced at Washington College, Va., and at the University of that State. At the former Institution, there were during the session of 1867-68, 410 students, and during the session of 1868-69, we find they report 348; so at the University of Virginia, during the same two periods, there were respectively, 475 and 454. It may be added in this connection, that there were 30 students from Mississippi at the University of Va., during the present session, and 12 at Washington College. There are 42 Mississippians less at this University this year than were in attendance two years ago. From which it would seem that the people of Mississippi have been withholding their patronage, for some reason or other, while exactly that number of Mississippians are in Virginia. It should be remarked however, that it does not by any means follow that these 42 would have come to us under any circumstances. There are always more or less of our own people who send their boys out of the State for an education, and this is true of every State. In making up your opinion on this subject, all these circumstances should be taken into the account. Recently I have received a letter from one of our most intelligent citizens, in which I find the following remarks, deserving your attention at least:

“I feel depressed when I look at the cause of Education in our State. Competent teachers, have to a great extent, abandoned the profession of teaching. There are very few boys now preparing for the University or for Colleges. This state of things is alarming, and it will tell upon our State in a few years.”

This extract confirms the impression I had received from other sources, that the enthusiasm which manifested itself so wonderfully in the State in the cause of Education soon after the resumption of our exercises in 1865, has begun to subside. The desire to accumulate wealth seems to have taken possession of the people, and boys are superficially educated and put into business, when they might be sent to our Universities and Colleges to complete and perfect their mental training.

But let us look this subject fairly and fully in the face, and endeavor to weigh impartially all possible causes which may account for the decline in our numbers, so that we may the better undertake to remedy the evil.

It is attributed by some to the extravagant cost of board in Oxford and at Steward's Hall, making the obtaining of an education here, it is said, a matter beyond the means of many who would otherwise attend this Institution. Again, it is quite possible that we are not furnishing to the public the sort of Education they require. The close College

System may be objectionable to many, and our attempted substitute (which has always been in operation, viz: allowing a student to take an irregular course) is found in actual practice to fail of yielding the practical advantage which they expect. Many desire a system, allowing the course of study to be entirely elective. To this subject, earnest attention is invited, as one that demands a very thorough investigation at your hands.

I omit further suggestions as to causes of decline in our numbers, not that there may not be others, but believing that you may be able to do a great deal towards rectifying abuses, with these matters before you, and supposing that you may have thought of other things that may have exerted some influence in bringing about this decline.

## II.—REMEDIES FOR THE EVILS COMPLAINED OF.

To remedy the evil of extravagant boarding, the plan of messing was adopted by several students two years ago. Their success induced others to attempt it on a regular system of clubs composed of 10 to 15 students, who, under certain regulations, were allowed to use vacant rooms for the purposes of cooking and eating. The experiment has been fairly tried for two years, and although at first, it was encouraged upon the idea of cheapness, it is now believed that even this apparent advantage is a delusion. With regard to most of these young men who have engaged in messing, I doubt not that they expend as much money for confectionery, &c., to make up for the deficiencies of the mess-diet, as would at least pay the difference in board. There are, no doubt, exceptions to this state of things, in the case of young men who really make messing an economical matter, and who are obliged to get cheap boarding, or be deprived of the privileges of the University. But I unhesitatingly pronounce the system as it has been carried out here for two sessions, not only a failure, but a nuisance. I think that the Executive Committee agree fully with me in this opinion. The following are among the reasons upon which I base my judgment:

1. It is injurious to the health of the student. Badly prepared food, and partaken of without exercise, has resulted in dyspepsia in some of our best students, and has compelled their withdrawal from the University.

2. It is demoralizing in its influence, to have many students thus thrown together without the softening and elevating influence of the family circle. We all know that this is the case with grown men who are withdrawn for a time from home, and associated only with their own sex.

3. It is destructive to the buildings. This is demonstrable from simple inspection.

4. It collects together a crowd of servants who subsist by waste, and theft, upon the young men, who, from the very nature of the case, must trust them more or less with the disposal of their supplies.

For these and other reasons, it is my deliberate judgment that the messing system should be abolished as it has been practiced here. As a substitute I suggest that the Steward's Hall be devoted to this purpose entirely; a Steward be employed at a fixed salary, which should be paid out of the board-money; the students be required, (if they elect to

board at the Hall, ) to pay a certain sum in advance; and the Steward be required to make all purchases, and superintend the whole interests of the Boarding Department. I cannot go into details; the matter will doubtless receive the close attention of your honorable body, and your superior practical wisdom will guide you to the proper plan. I add but one remark; the great difficulty in getting cheap boarding arises from the natural wish of the boarding-house keeper to make a profit on his outlay and labor. As there could be no such motive operating upon the Board, it is now in your power to ascertain the lowest possible amount at which boarding can be obtained. It would be perfectly satisfactory no doubt, were we able to offer it to the students at \$15 per month, but it is not improbable that it may be obtained at even a lower price.

The other evil to which I have incidentally referred, is the failure of the University to meet public expectation. The remedy that occurs to my mind is the investigation I have suggested into the internal working of the University; and the examination of the close college system, and the University System by comparison. A committee jointly composed of members of the Faculty and Trustees, might be appointed to examine the whole subject of Systems of Instruction, and report at an adjourned meeting of the Board before the opening of the next session, or at your next annual meeting.

### III.—PROGRESS OF THE CLASSES IN THE VARIOUS DEPARTMENTS.

The usual extended Report of the Chancellor giving in minute detail the amount of ground gone over by each class in each Department, is rendered unnecessary by the very wise action of the Board in September last, requiring each Professor to report through the Chancellor to the Board, in writing, the state of his Department. I call attention to these Reports as they are herewith presented, submitting them to the Board without undertaking to condense them. The whole result to be gathered from these Reports, gives the usual account of progress in study, and the proficiency of the students as shown by the Professors. I respectfully call attention also to the suggestions of Prof. Garland, as to the state of the building in which are stored the apparatus for his Department, as being worthy and indeed demanding immediate attention. The Report of Prof. Hilgard also contains important suggestions, which ought to be immediately attended to.

### IV.—CONDITION OF THE DISCIPLINE.

It has been my good fortune hitherto, in all my Annual Reports, to have it in my power to state that the deportment of the students was every way worthy of commendation, and indeed unexampled in excellence, among College communities. I regret that I cannot report in altogether so favorable terms of the conduct of the student-body during the present session. The character of the violations has not been of the outrageous description frequently found existing among students. It has rather partaken of the nature of boisterous disorder and noise upon the campus, of anything else.

The causes of this deterioration of our students in deportment, I think may be assigned without difficulty.

1. Too many small boys have been admitted into the Preparatory

Department. These have come to us without preparation, and having found the course of study difficult, become discouraged, and idle, and thus have fallen easy victims to the arts of seduction used by the older and more disorderly. Being thrown into the Dormitories with the more advanced students, they have, partly from the above mentioned causes, and partly from a conception, that they were now College students and entitled to rank as such, have totally ignored all their real obligations, and have given us more trouble than any other class.

2. A second cause of disorder has no doubt been the mingling of students of the two different Departments of Law, and Literature and the Arts, in the same Dormitories. The former not being amenable to the Faculty of Arts, nor to the laws which control the students of the Literary Department, the freedom allowed them in their movements contrasting them constantly with the others, resulted unfavorably to the discipline of the Institution. It is always unwise to throw together in the same community parties whose privileges are not the same.

All these causes combined, and perhaps others, have operated disastrously upon the good order of the student-body. To remedy this state of things, I earnestly urge the Board again to abolish the Preparatory Class, or at any rate to remove it far away from the Campus, and to separate the students of the Law Department from the Undergraduates.

#### V.—GRADE OF SCHOLARSHIP.

I find no material change in either the elevation or depression of the standard of scholarship. My conviction is that among our graduates are found young men whose accomplishments will compare favorably with those of any College in the land. But with regard to the scholarship of those who present themselves annually for admission to our classes, it is a mortifying fact to the friend of Education, that the examination of such candidates indicates little or no improvement in the grade of Preparatory Education in our State. The great want of Mississippi is a good and efficient system of Preparatory Schools, and until such a system shall have been fairly established, and in successful progress, it is not only unreasonable, but vain to expect of this University that elevated standard which is desirable. We may add, that notwithstanding all the disadvantages under which the University has been laboring from this cause, many of our alumni go forth from our training with very fine scholarship. If it were popular, as an occupation, to teach, and these young men could be induced to engage in this noble profession, the beneficial effects upon the scholarship of the State would very soon be made manifest. I trust that just so soon as the State shall have been put in possession and control of her own interests, and shall have elected a Legislature, that body at its very first meeting will be memorialized by the Board of Trustees to make ample provision for connecting with the University a Normal Department for the training of professional teachers, in which plan should be embraced appropriations to pay the actual expense of a limited number of youths who should in return be required to come under obligation to engage for a term of years after graduation, in teaching. The advantages of this arrangement would be very great. These young men having become acquainted with the course and the mode of instruction in the University, would of course



be better qualified than any other teachers to prepare students for the University. We may thus anticipate a great reform in the quality of our scholarship.

## VI.—IMPROVEMENTS SUGGESTED.

Certain particulars are deemed worthy the attention of the Board in connection with the Faculty of Arts. In my judgment they are essential to the efficient and successful working of our system; and the judicious disposal of them will be a valuable aid to already existing organizations. They are:

1. The establishment of a full Professorship of Natural History and Geology, instead of the temporary arrangement whereby these subjects have been taught by contract during three years past. The Board have recognized the fact that Dr. Hilgard, our excellent and distinguished Professor of Chemistry, &c., cannot fill with justice to himself or to his classes the very extensive Department to which he was appointed, and accordingly they have employed the valuable services of Prof. George Little, as an adjunct Instructor in Mineralogy, Geology, and Natural History.

2. The chair of Civil Engineering, which was suspended by the Board at their last meeting, should be filled now if possible.

- (1.) There is a demand for it. Several students who came here to join this Institution last fall and winter, desired to study the subject. Others would have come, but were informed that it was not taught here.

- (2.) Admitting that, at first, the class in this special Department would be small, and thus seem to prove that it was not called for; this objection may be readily set aside by the statement that there is pressing need of assistance in the Department of Mathematics, which could be very readily rendered by the Engineer. This was formerly done by Prof. Shoup, and could be done again, until the duties of this Professor of Engineering, in his own special chair, might require the whole of his time. To obviate all objections on the score of delay, I will state that two candidates are already before the University with their credentials, ready to be submitted to the Board whenever they shall determine to fill the Chair.

- (3.) Were it proper to suggest a principle of action by which it would be, in my opinion, advantageous to proceed, I would respectfully remark that experience has shown it to be sometimes wise to avail ourselves of the services of a valuable man by electing him to a place in the Faculty, even when there is no vacancy. If asked how this is done, I reply, by making a place for such a man. I do not mean that a place should be provided as a merely nominal Professorship, so as to obtain the benefit of his name and reputation. But I do mean that in most instances new chairs may be established, and chairs of real practical value, by dividing the duties of existing Professors, and that by appointing to the new chair some available man of eminent ability, great advantage has often resulted to the Institution. As an example in point, I recall the fact that the invaluable services of Dr. L. C. Garland were secured precisely in this way. Now I propose to do the same thing again by dividing the duties of Prof. Quinche, and erecting a new chair, to be called the Pro-

fessorship of Modern Languages, and call to this chair Professor W. S. Wyman, who is an eminent scholar, long associated with Dr. Garland in the University of Alabama.

I know the objection that may be made to these proposed improvements, on the score of the want of funds. But is it never to be supposed proper or wise to do anything manifestly for the interest of the Institution, unless we have the money in hand? Is it not sometimes judicious to risk something for an unquestionable advantage? This appointment may be followed by such an increase of patronage as would be amply sufficient to make up the salary. Besides we may reasonably expect an appropriation from our first Legislature, that will enable us to do all these things. We ought to have him in our Faculty, and I doubt not he would be found in a situation to do noble service. He is eminently accomplished in the Ancient Latin and Greek Languages, and in French and German.

(4.) Some material improvements might be suggested. I have had an estimate made of all the damages done this session, and the names of those liable to be assessed for such damages, with the amount charged to each, has been made out. It will therefore be easy to arrange the matter for the present, as the Treasurer, at my request, has retained the deposit fund in his own hands, until he can get this list. But it seems to me that these estimates and assessments ought to be made more frequently, say weekly, and the repairs made at once, so as to avoid such an accumulation at one time. I would suggest also an increase of the amount of the deposit fund.

(5.) I do not deem it necessary to add anything to what has been so often said in reference to a Chancellor's dwelling. I can only repeat that the duties of hospitality expected of that officer can never be appropriately performed while he and his family are confined to a house so utterly unfit for such purposes as the one now occupied by him.

## VII.—TOUR OF VISITATION TO OTHER INSTITUTIONS.

In consequence of the late war it is obvious that all the Southern Institutions have fallen behind in the march of improvement in many respects. Impressed with this fact, I respectfully suggest to the Board the propriety of commissioning me as your agent to visit as many of the Colleges and Universities, both North and South, as can be reached within the ensuing vacation, with a view to obtain, by personal visits to their Faculties, all the information that may be made valuable to our University. The subjects embraced in such an investigation would be modes of instruction, systems of discipline, with all minute details and plans for the more efficient management and accomplishment of University Education. Many facts of great importance and value might be elicited by personal conference which could not be acquired by correspondence. The amount necessary to be appropriated to the objects of such an agency, cannot be ascertained with exactness, but such a sum as might be deemed adequate might be appropriated, and a strict record of expenses kept, and only so much expended as might be needed, and all the rest accounted for.

## VIII.—INCREASE OF SALARIES.

This is a topic of increasing interest, as the Professors are constantly finding themselves more and more troubled to meet current expenses of living at their present income, and the present prices of every necessary of life. One fact ought to be borne in mind; the Professors who, by their superior merits, are most useful to the University, are the men who will be most likely to leave us, on this account. For other Institutions will find it to their interest to tempt them by larger salaries to enter their service. In point of fact, one such Institution, is at this very time in correspondence with one of our most valued Professors, and whether he is entertaining their proposition seriously is not known to me. This one thing I do know, that he finds it impossible to live on \$2000, and will be obliged to leave if it is not raised to \$2500.

## IX.—CONCLUSION.

I feel persuaded that in the foregoing Report, much may be objected to, and perhaps very little is therein contained that will meet the cordial approval of the Board. I know the difficulties which surround us, but I also know that we do need to have something done to give us a forward impulse. I have only made suggestions, and if in the superior wisdom of the Board it shall seem improper that any of them should be adopted, I will not regret having made them, since it is made my duty "to report to the Trustees, as occasion may require, concerning the state of the University, and of the measures that may be necessary to promote its prosperity," and if I fail to prevail upon you to agree with me in my views, I acquiesce in your decision, content with the reflection that I have done my duty to the best of my ability.

Respectfully submitted,

JNO. N. WADDEL,  
Chancellor of the University of Mississippi.



## APPENDIX NO. 3.

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## REPORT

Upon the Condition of the University Library, made to a Special Committee  
OF THE TRUSTEES, OCT. 16, 1868.

*To the Special Committee  
of the Board of Trustees  
in charge of the University Library.*

GENTLEMEN: At your request, I commenced the task of renovating and arranging the Library, on Monday, Sept. 28, and only finished the work after ten days hard labor, embracing with the necessary writing at night, upwards of twelve hours each day. At your suggestion, I then extended my labors in the re-arrangement of a large number of additional volumes, and the preparation of our entirely new Catalogue; based necessarily, however, upon the general plan of the old one. Every book and pamphlet have been examined, dusted, and placed in its order on its appropriate shelf. Every shelf and alcove have been thoroughly dusted, and the Library room itself washed and cleansed. I can confidently state that it is now in order, and fit for inspection by Trustees, Faculty, Students or the public. The whole work has given me constant and arduous employment for two and a half weeks.

I found that the large fly, called 'Dirt-dauber,' had done great damage to the volumes. They had practically sealed the pages of between three or four hundred books; besides in many cases fastening them to the shelves and alcoves. The simple arrangement of bringing the back of each volume forward to the edge of the shelf, so as to widen the space between the edges of leaves and the wood work, has been adopted as an effectual remedy; and I trust the plan will be continued.

Upwards of two hundred blocks of wood, of the size of an octavo volume, have been prepared, and now occupy the places of every absent book. This not merely shows at a glance that a book is out, but what book; besides keeping the volumes upright 'on their feet', preventing warping and twisting of covers.

All the pamphlets, magazines, reviews, &c., have been thoroughly examined and tied up in numbers for the year, or in appropriately sized volumes; and a full list prepared of missing numbers. By a resolution of the Board passed some time since, the Secretary was authorized to have these pamphlets and magazines bound. Preliminary thereto, the missing numbers will have to be supplied from the offices of publication or elsewhere. The immediate importance of this work is respectfully urged. The pamphlets, &c., thus to be bound, will make upwards of two hundred and fifty (250) volumes. They are of sterling merit and great utility; while in their present condition, they are not merely without practical value, but are liable to be misplaced, lost, or defaced. There are about fifty (50) other volumes in the Library of important works, which require immediate binding or rebinding, to pre-

serve them or render them of use. The expense of the whole work will not be over three hundred (300) dollars; and it cannot be too soon commenced. Not a week should elapse in my opinion, before the missing numbers should be replaced, and the binding undertaken; at least the work should commence forthwith.

The number of volumes in the Library, according to the printed Catalogue of 1858, was four thousand and eighty-nine, (4089,) of these sixteen (16) were marked as 'lost' or 'wanting' at that time. There have been added since that date nine hundred and eleven (911) volumes—making the number ostensibly in the Library at the present time, precisely five thousand (5000) volumes. There are by actual count, in the Library, four thousand six hundred and eighteen (4618) volumes; leaving three hundred and eighty-two volumes to be accounted for. Of these 382, two hundred and fourteen (214) volumes are in the Chemical, Geological and Astronomical Lecture rooms, where they are required for almost daily reference; and in the hands of Professors, Students and other parties privileged to use them. One hundred and sixty-eight (168) volumes are missing, and cannot be accounted for on the Library Books. This number, however, embraces the sixteen (16) volumes reported as missing or lost in 1858. Several of these volumes are known to be in the hands of citizens of Oxford and its vicinity. Immediate application should be made for these, and the propriety of a suitable notice or advertisement of the volumes known to be missing, is suggested. Considering the events of the last few years, the only surprise is that so small a number should have been lost; and the circumstance reflects great credit upon the zealous care and attention bestowed upon the safety of the Library during that troubled period, by the officers and Professor in charge. The numbers of volumes mentioned in this paragraph of the present Report, are exclusive of the unbound periodicals, Magazines, Reviews, Scientific Journals, &c.; and also exclusive of the Law Library of the University, which is in charge of Professor Lamar, and believed to contain over a thousand volumes.

The papers accompanying this Report, are as follows:

*First*, List of books in hands of Faculty, Students, &c.; mentioning in whose hands, &c.

*Second*, List of books missing and unaccounted for, arranged according to subjects.

*Third*, List of missing numbers of Periodicals, Reviews, Magazines, &c.

*Fourth*, A general summary and recapitulation.

In addition to the above, a new Catalogue is presented, revised and corrected to date; embracing the printed Catalogue, the additions thereto, the unbound Periodicals, &c., &c. All those checked thus (†) were actually in the Library at the time of the examination. Of those unchecked, the name of the party charged with them, or in possession of them, is given wherever it could be ascertained; while the remaining one hundred and sixty-eight (168) volumes are left unmarked. Opposite to the title of every work in the Library, are written on the new Catalogue, the place and date of publication, showing what editions of works the Library possesses. A duplicate copy of this Cata-

logue, thus revised and corrected, should at once be made, or perhaps two; for the use of the Librarian and Faculty—retaining the present one as the property of the Trustees, and for their future examination and use, and to be preserved with this report among the records. The expense of such copies would be about Ten Dollars each. In the copy so retained, as in the others if made, an entry should be made of the recovery of any and all books now reported as missing.

It is to be hoped that early in the ensuing Spring, the financial condition of the University will be such as to allow a liberal appropriation to be made for the enlargement of the Library. It is greatly needed, and cannot long be delayed in justice to the usefulness and reputation of our loved Institution. A judicious expenditure of \$2000 or \$2,500 would greatly enhance the value of the Library, in a ratio far exceeding the monetary value expended. A re-arrangement and re-examination of the Library should then take place—thorough and complete—under charge of a competent party, and a new Catalogue prepared and printed. The ensuing vacation would be the appropriate time for the task; such an arrangement and preparation of Catalogue would occupy fully a month's hard labor.

One other suggestion and I close this report.

Examination shows that on October 3d, only eleven students had books from the Library, and of these the majority belonged to classes of former years. It is doubtful whether on an average, twenty students avail themselves of the privilege of the University Library. This is all wrong, and a misfortune. The Library is not exclusively in aid of the teacher, but should be a great help in the task of self-education, and the enjoyment of literary recreation; far less should it be a 'terra incognita' for the student, whose shore and boundary are looked at from a distance, at the best. The student has to climb the hills of science and learning for himself; he is assisted of course by his Professors and Teachers, who give him the helping hand and draw him up the steep ascent; but a well selected Library, constantly open to his examination—where he can learn what books are; select his studies and subjects—is the great refresher of the student's strength, to enable him to renewed efforts on his toilsome way of improvement. Practically, the Library is closed to the student, except as he runs over the Catalogue, asks for a particular book, receives and returns it. He has no opportunity of examining the works themselves in the Library, or of finding what particular author, of the many who treat of the same subject, he most needs, or should desire and select. He acquires no taste for books themselves in this way; has no opportunity of forming a critical judgment; cannot improve himself by even momentary reference to great Masters of Thought, Style and Expression. However willing the Librarian may be, (and in our case, the Professor in charge is most willing and anxious, and always ready,) it cannot be possible that during the hour or two devoted, and those only on one day in the week, to the work of receiving and giving out books, and making proper records, he should have opportunity of consulting and advising with every applicant. The Library is only open on Saturdays, and then but for an hour or two; and during that time even, the students are not allowed access beyond the railing near the door. In this way, the Library is practically but of little

benefit to the student. I repeat, this is a misfortune and a wrong, but the wrong and misfortune spring from the system of expecting a Professor to act as Librarian, and discharge the many responsible duties connected with that position, at a pitiful salary of \$50 per annum. The Professors are only free from lecture room duty on Saturdays, and surely they must have some time for private affairs and domestic concerns.

It is true the evil is somewhat corrected by the presence of large Society libraries, from which it is understood that the students draw largely; but why force them to this extra expenditure when a University Library is on hand? And again, as the Faculty are not consulted in the selection of the Society libraries, the range of collegiate thought is not as great as where it can examine the wider and more valuable field of a better selection and a richer growth. The Society Libraries are worthy of all praise and of a fostering care; but they should not be allowed to occupy almost exclusively the nursing privileges of Alma Mater.

The remedy is to employ a Librarian at a salary—say of \$250 per annum. Let him be under the official direction of one of the Faculty, and be selected if possible, from among the resident graduates who are pursuing legal or theological studies; and to whom the salary and the having an office for study and reading, would be a great object. Impose on such a Librarian the duty of constant and continued care of the Library. Let it be his study place and office during day-time hours. Oblige him to keep it open every day for at least two or three hours. Under certain restrictions, let the students have full opportunity of personally examining the works in the Library; one class, or part of a class, every day, and in conveniently divided sections of classes; so that every student would, once a week, or once a fortnight at farthest, have the privilege of spending an hour in the Library Hall. Make it a place of resort, attractive and pleasant. Let books, good books, be the companions of youth, that they may be a valuable guide in mature life, and a solace in declining age. Inspire and cultivate a taste for literary examination; so that when other scenes of College and University life have passed away, the idle hours of early manhood, (and they are many,) may be referred to with a just pride, and not with thoughts “of time mispent, and fair occasions past forever by.”

“We spent them not in toys, or lust, or wine,  
But search of deep philosophy, wit, truth and poesy,  
Arts which I loved; for they, my friend, were thine.”

Respectfully submitted,

GILES M. HILLYER.

UNIVERSITY OF MISSISSIPPI,  
Oxford, Oct. 15, 1868.

LIST OF

*Unbound numbers of Magazines, Reviews, &c., missing from the University Library.*

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AMERICAN JOURNAL SCIENCE AND ARTS:

No. 95, Sept. 1861; No. 124, July 1866.

ANNALS DE CHEMIE, PARIS:

Two Nos. of Tome V. 3d Series, 1859.

BLACKWOOD'S MAGAZINE:

1857—Nos. for March and April.

1866 “ for Jan., April, May, June, July, Sept., Nov.

1867 “ for April, August and September.

DE BOW'S REVIEW:

Nothing after 1857, except March, May, June and Aug.  
Nos. of 1859.

QUARTERLY JOURNAL GEOLOGICAL SOCIETY, LONDON:

All previous numbers to 38.

And No. 90, for 1867.

Nos. 81, 84, 87 and Nos. subsequent to 90, in hands of  
Professor Little.

PHILOSOPHICAL MAGAZINE AND JOURNAL OF SCIENCE, LONDON:

1860—No. for January.

1866 “ for November; in hands of Prof. Shoup.

• 1867 “ All the Nos. except January and February.

QUARTERLY JOURNAL MICROSCOPIC SCIENCE, LONDON:

It commences with No. 13, Oct., 1855; and there are  
missing October, 1859.

There are no subsequent Nos. to Oct. 1861.

LONDON QUARTERLY REVIEW:

Missing—Jan. and Oct., 1850; all of 1851 and 1852;

Jan. and April, 1853; all of 1854 and 1855;

Jan. and July, 1857; all of 1861 and 1862,

1863, '64 and 1865; and Jan. and July 1858.

WESTMINSTER REVIEW:

Missing—July, 1849; all of 1851, '52, '53, '54 and '55.

April, 1860; July and October, 1861; all of

1862, '63, '64 and 65; and Jan. and July,

1866.

NORTH BRITISH REVIEW:

Missing—May and August, 1849; February 1850; all of

1851, '52, '53, '54 and 55; Nov. 1856; May,

1857; February and May, 1858.

There are none after Feb. 1861, until December

1866; since which are missing, Dec. 1867 and

March, 1868.

EDINBURG REVIEW :

Missing—Jan. and July 1848; May and July 1849.  
 January, May and October, 1850; all of 1851,  
 '52, '53, '54 and 55. Jan. and July 1860.  
 None after April, '61, until Jan. 1866.  
 Since which are missing, July and Oct., 1866.



STATEMENT

*Showing number of Books in University Library; number out, and in whose hands; and number not accounted for.*

RECAPITULATION.

	VOLS.
There were on printed Catalogue of 1858.....	4089
Added to Library since, bound vols.....	911
	<hr/>
Giving a total, October 1868, of vols.....	5000
Of these	
In hands of Professors, Students, &c., as per. list,.....	214
Missing and unaccounted for, of which 16 were marked lost and wanting in 1858.....	168
	<hr/>
	382
I estimate the number of unbound periodicals, such as will make volumes.....	256
There are enough valuable pamphlets, and books that abso- lutely require rebinding to swell the number to.....	3000
	GILES M. HILLYER.

UNIVERSITY OF MISSISSIPPI,  
 Oxford, Oct., 1868.



## APPENDIX No. 4.

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### REPORT

#### Of a Tour of Observation among various Colleges and Universities of the UNITED STATES;

Undertaken by order of the Board of Trustees of the University of Mississippi, during the summer of 1869—By JNO. N. WADDEL, D. D., Chancellor of the University.

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#### To the Hon. the Board of Trustees of the University of Mississippi:

GENTLEMEN :—In accordance with a resolution passed by your honorable body, at your annual meeting in June last, the undersigned left home on the twenty-second of July, on a tour of observation among the Colleges and Universities of the United States, with a view of ascertaining what improvements, had of late years, been made in the internal working of the systems of Education, among those Institutions. They had fortunately been permitted to pursue their course uninterrupted by the disastrous war, which had suspended the operations of all our Southern Colleges and Universities. My purpose was to institute inquiries into all subjects belonging to the great Department of Education in the Schools of the Higher Learning, and to this end I distributed my inquiries under various topics: for example:

Discipline and Order; Stimulants to Study; Material Improvements; Organization of Systems of Instruction; Boarding of Students; Public Exhibitions and Examinations, &c., &c. In the digestion and arrangement of the material collected, as results of my tour, I have not thought it necessary, or even desirable, to present minute details, but to make a selection from the mass of material of such matters as would promise most advantage to our own Institution. The mission thus undertaken, it was supposed by some, would fail of any beneficial results, from the fact that my visits to these Institutions would occur at a period of the year when nearly all of them would be suspended for the annual vacation, and when the Professors would most probably be absent from home. I was, however, happily for myself and the object in view, fortunate in finding more of the officers of these various institutions on the ground, than I had anticipated. In consequence of the limited space of time within which I was confined, I was unable to visit as many of the Colleges and Universities as I had hoped to see. I was compelled, therefore, to make choice of a few which I thought most likely to furnish the information I desired to obtain, and in the end, I was obliged to omit some even of those thus selected.

I visited the University of Georgia, Harvard University, The Massachusetts Institute of Technology, Amherst College, Yale College, The University of the City of New York, Princeton College, N. J., Brown University, and the University of Michigan. Among those omitted, were Columbia College, in the City of New York, and Cornell University at Ithaca. The former, I failed to visit after having learned that President Barnard was absent, on a visit to Europe, and circumstances of a private nature, prevented my visiting Cornell. I very much regretted both of these failures, as these Institutions justly occupy, in the estimation of all, the front rank in importance and excellence. The following officers of the various Colleges and Universities visited, I was fortunate in meeting, and to them I acknowledge myself indebted for valuable information most courteously furnished, and for many facilities kindly extended. Chancellor Lipscomb, of the University of Georgia, and his colleagues of the Faculty; President Stearns, of Amherst College, and Professors Seelye, Hitchcock, and Montague, of the same College; Professors Dana, Silliman, and Marsh, of Yale College; the distinguished Dr. McCosh, President of Princeton College, together with Professors Atwater, Aikin, and Duffield of the same Institution; Dr Caswell, President of Brown University, and Professors Winchell, Frieze, and Professor Cooley, of the Law Department of Michigan University, with Professor Prescott, of the Medical Department, who is also a Professor in the Department of Science, Literature and the Arts. To all of these gentlemen, my thanks are due for the cordiality with which I was received, and for the readiness with which my various inquiries were answered.

The subjects to which my attention was chiefly turned were few in number, and these I regarded as of importance in proportion to their novelty and the success which attended their introduction. Among them was the subject of

#### I.—ARRANGEMENTS FOR BOARD.

These arrangements, I found to be generally the same in the majority of these Institutions. But at the University of Georgia there is, in full and successful operation, a plan peculiar to that place, and which, by the testimony of the Chancellor, Dr. Lipscomb, has, after a trial of four years, been found an admirable method of disposing of this much vexed subject. The plan, in brief, is as follows:

On the campus, there are two large buildings similar to the three on our campus, and erected for the same purpose, viz: for Dormitories for Students. Formerly, they were a source of great trouble and annoyance to the Faculty, and a very great hindrance to the preservation of correct discipline, just as all such buildings have proven to be in similar Institutions. Now while they were too costly to be thrown away, it was a question well deserving mature consideration, whether or not these buildings might not be appropriated to some other purpose than simply as sleeping apartments for a number of students isolated from all the influences of the family circle. To this question, the idea of making them boarding houses presented itself as a solution, and they resolved upon the experiment. They fitted up, at the expense of the University, the lower, or first story, as a place of residence for a family, furnishing



to a boarding-house keeper all the rooms that might be needed for his family, and for house-keeping purposes, and gave it to any suitable person, upon condition that he would board all the occupants of the second and third stories and that he would take care of their rooms, and exercise over them the same kind of oversight that is exercised by any house-holder over his boarders. The second and third stories are occupied as study-rooms and sleeping apartments, by the boarders. The expense of repairs is borne by the boarding-house keeper, after the building is remodeled, the expense of which is borne by the University authorities. The students are taught to regard the house as that of a private family, and the house-keeper expects them to conduct themselves with propriety, and reports all disorderly persons to the Faculty. The history of this experiment, thus far, after four years' trial, is that a decided improvement has taken place in the deportment of the students, and the many evils of the Dormitory system have been virtually done away. Should the experiment of a Steward's Hall, which we are now attempting on a new basis, fail of success, I know of no scheme which promises so many advantages as this one of "Students' Homes," as it is called at the University of Georgia; unless indeed we should abolish the system of Dormitories altogether, for which, perhaps, we are not yet quite prepared. No argument is required to convince us of the evils of the Dormitory system, and it may simply be added, therefore, that whenever, in the judgment of the Trustees, it may be deemed proper to make such use of any, or all of our Dormitory buildings, as is described above, it will require very little remodeling to fit them for such purpose. It would, unquestionably, be money judiciously appropriated, to do this, provided the result should be the abatement of the evils of the cloister or monastic system of lodging Students.

## II.—PREPARATORY EDUCATION.

At the University of Georgia I found another important provision for the full development of an Educational system. I allude to the fine University High School, connected with their Institution, although distant one mile and a half from the University campus. The building is of granite, three stories high, containing rooms for the family of the President, and for a number of boarders, who are students, besides rooms for Library, Recitation, and Chapel. In this School are taught the Classical and Modern Languages, the Mathematics and elementary Science, and English Literature, together with the primary branches. A Student of this School can be thoroughly prepared for the University, or for the active business of Life.

Your Honorable body will remember that the organization of such a High School, in connection with the University of Mississippi, has been a favorite project, and a cherished object with me for the past four years. The observation of the successful working of the scheme at the University of Georgia, in connection with the failure of the Preparatory Class here, have but confirmed me in the theory that there is nothing more sorely needed to carry out fully the objects of this Institution, than the establishment of just such a High School in connection with our own University. I hold that in so far as regards the advantages anticipated as the result of the organization of such a Class here, the Preparatory

Class has proved a failure. The chief advantage realized as yet, is the addition of a certain amount of income to those members of the Faculty who taught the Class. If, however, the value of the labor bestowed upon the Class is to be estimated by the results upon the patronage and scholarship of the University, it will be regarded as almost lost. One among the most mortifying facts in connection with the arrangement is that very few of this class enter our classes at all, and some of our best prepared Students of this class leave us for other Institutions, disappointing us thus in the only result we had hoped to attain. I repeat my earnest wish and venture to hope that at no distant day, we may have established such a High School in Oxford, as will relieve us of all Preparatory Students, to which we may promptly remit all Students who apply to us without suitable preparation for our Freshman Class.

### III.—ORNAMENTATION.

I take pleasure in reporting that I was much attracted by the air of elegance and refinement of taste which was observed in all the buildings and grounds of many of the Institutions which I visited in my late tour. It is to be regretted that at our Southern Institutions it is so often the case that little or no attention is paid to ornamentation. Whether this neglect is due to want of taste, or want of means, the fact is still to be deplored. It may not appear to be a matter of much importance in the estimation of many. Yet it seems to me that if any one will but reflect a little upon the subject, they will agree with me, that where the buildings of an Institution of learning are always kept clean and neat, and everything wears an appearance of brightness and cheerfulness; where the campus is tastefully laid out in walks and grass-plots, and planted with forest and other trees, and evergreens; well-enclosed so as to exclude cattle and hogs; the Library kept handsomely furnished with books in all departments of Literature and Science, and these books tastefully arranged in beautiful alcoves, or shelves reaching up to the ceiling, and rendered accessible by light iron flights of steps ascending to successive galleries all around the room; every arched case surmounted by a portrait of some eminent citizen of the State, and the representative officials of the University, who have served its interests from time to time; the Lecture and Recitation Rooms furnished with convenient seats, and handsome desks; having the walls ornamented with fine works of art appropriate to the illustration of each peculiar department; and, besides, large collections of specimens in all the fine arts; museums of Geology, Mineralogy, Botany, Zoology, Physiology, Technology, Agriculture, Chemistry and Physics; collections of all rare and curious specimens of everything calculated to illustrate the manners and customs of society, ancient and modern; where all this receives the attention which I everywhere observed to be bestowed upon it in the places I visited, I repeat that I cannot but think that these matters of ornamentation are calculated to exert a powerful influence, not only upon strangers and visitors, but also upon students, both morally and intellectually. They delight visitors; they go away impressed with the idea that the University is the true home of Science and Learning, and refined taste; and these very appliances constitute a most important means of actually educating the youth who resort to this fountain of Literature and Science, in the highest de-

partments of Esthetic culture and refinement. Such things go far to the abolishing the barbarous vandalism which seems to exist in many, prompting them to the disfiguring of the walls with unseemly pencilings, &c., &c.

That our campus and our buildings present a spectacle so little in accord with the foregoing is not a reflection upon our Executive Committee, and Board of Trustees, at all, but I feel that the subject deserves the attention of our Board, and that whenever we shall be put in possession and control of a sufficiency of pecuniary means we shall expend largely in the ornamentation of the grounds and buildings, and especially the Lecture and Recitation rooms, and offices of the University. Even now it does seem as though we might begin the work of adorning and beautifying our campus. Its natural beauty is very great, and affords a fine opportunity for the indulgence of a taste for ornamentation. We might lay out a thirty feet carriage-way around the circle on the inside, roads leading from building to building, regularly might be laid out; the grass re-set, and cattle kept out; the gates kept locked, and foot-passengers accommodated with stiles or blocks to cross the fences; let additional trees be set out in those parts where there are none, and this taken in connection with the repairs now going on, would soon render University Place a most beautiful and attractive spot to all visitors; and the students would become so strongly attached to the place and to the University, as to kindle within them a just and manly pride in preserving, instead of mutilating, disfiguring, and destroying the walls and fixtures.

#### IV.—ARRANGEMENTS FOR PRESERVING HEALTH.

It is within the memory of many now living, that some thirty years since, a great enthusiasm pervaded the public mind, both North and South, on the subject of combining manual labor with study, in our Colleges, and High Schools, and it is equally well known that the experiments in that direction, resulted in almost every instance, in utter failure. I know of no such Institution in the South, and the only case of the kind in the North, known to me, is that of Cornell University. The feature, however, has not been long enough in existence there to test its practicability. It is also purely voluntary; and hence is partial only in the good, if any is to result from it. The facts are against it thus far, since only sixty students are engaging in manual labor, and of course, this is just what might be expected in a voluntary system. It remains to be seen what the ultimate result will be. There were two objects aimed at in the first establishment of these schools, viz: Economy and Health—the student paying part of his expenses in labor, and the exercise secured in this way, invigorating the physical powers. The failure of the system resulted in the abandonment of the experiment, but the minds of practical Educators were still employed in devising some means whereby at least the health of students, might be promoted by the regular exercise of the body. The problem to be solved was to avoid the evils and secure the advantages of the manual labor system, and the result of the reflections of those deeply interested in the matter, was the adoption of the plan of Gymnastic Exercises. A building is erected, furnished with all the needful instruments, and fixtures, to practise the various performances, whereby the body, in all its depart-

ments, is brought into exercise, and every portion of it, is invigorated. The Institution which has the credit of introducing the Gymnasium into the curriculum of College Education in this country, is Amherst College, Mass. The example set there has been imitated at Yale and Princeton, and it is growing in favor with other Colleges. The Department of Hygiene and Physical Education constitutes a distinct Professorship in Amherst College, and this Chair is filled by Dr. Edward Hitchcock, an educated and accomplished physician; the son of the eminent Dr. Hitchcock, former President of Amherst College, and distinguished in the Department of Geology. Dr. H. is enthusiastic in his Professorship, and from him I derived much information of great value in regard to this subject. Nothing that I saw in my travels impressed me more favorably than did the Amherst Gymnasium and its results. It "has been in successful operation for the past seven years, and its good effects have surpassed the most sanguine expectations of its projectors and friends." It constitutes, as before stated, a regular Department in the College, and all students who matriculate are required to take part in the Gymnastic Exercises. On four days in the week, each class meets the Professor, and spends half an hour in practising the Gymnastics. "A physical examination is made of every student on his entrance into College;" this examination is repeated twice a year, and the statistics are posted up in the building which is called the Gymnasium, for reference. Besides this compulsory exercise on the four regular days when the classes are exercised, the Gymnasium is open to every student every day for voluntary practice. A comparison of the vital statistics of the students which are taken in the Freshman year, with those taken in their Senior year, exhibits the development of each in weight, height, girth of chest, girth of arm, girth of fore-arm, and strength. So also, the comparative view of the condition of the health of the students, before and since the organization of this system, and the erection of the Gymnasium, illustrates clearly the important advantages of the Department, as a means of preserving the health of the students. Its superiority over field labor is simply that this sort of exercise cannot be interrupted by bad weather, while all out-door employment must be frequently suspended by the inclemency of the seasons. It may be added that the objection alleged against in-door exercise upon the ground that the student is prevented from receiving the beneficial effects of exercise in a pure open atmosphere is met by the statement that the Gymnasium is properly ventilated.

That something of this kind is needed here cannot for a moment be doubted. Our young men take very little exercise beyond walking from the campus to Oxford and back. There are frequent cases of sickness among them which could be traced in many instances to the fact that they eat heartily, and then fail to exercise the body sufficiently to promote digestion. The loss of health has compelled many of our best students to withdraw from the University before the close of the session, completely worked down by study, because the lassitude engendered by close and long-continued application to study disinclines them to active physical effort; and besides there is no opportunity of attractive exercise, and no compulsory process to operate upon them. The advantages of this system, are so manifestly important and valuable to a large body

of students assembled for the prosecution of study, that nothing would excuse the authorities from the establishment of it here save obstacles that could not be surmounted. One of the first duties then that will be incumbent on us as Educators will be the organization of a Gymnasium for the preservation of the health of our students, at the earliest possible period.

#### V.—SYSTEMS OF INSTRUCTION.

The undersigned has for some years past been convinced that some modification of the system adopted at this University as well as many others, is rendered necessary, not simply in compliance with popular demand, but on account of the fact that we are attempting too much. The College has its own special sphere, and its own peculiar function, and the University has another and a very different sphere and function. Perhaps it may be said that the material difference between the two systems exists in the fact that the latter is the extension and more full development of every part of the former, and that the former is the preparatory process whereby a student may profitably enter upon the latter, and without this preliminary training the advantages of the latter cannot be properly and fully realized. Notwithstanding this recognized truth, however, the two names are indiscriminately applied to both forms of Educational Institutions. It may be that this has arisen, in part at least, from the fact that our people are really in a transition state as to Education, and that they are naturally impatient of delay. Two errors have crept into the public mind on this subject. The first is that the College is not doing the work that the public desires, and which must be done; that it is only preparing young men for the Professions, and is doing nothing for the education of a class of practical business men. Under this erroneous view the clamor for Industrial Schools arose, and it was demanded that all the old systems should give way to a new plan of operations, whereby men could be trained for Life's actual work. Now, without any disposition to underrate this demand, it may be observed, that when the declaration is made so broadly, that 'the College is failing to meet public expectation,' a part of the public is taken for the whole. For while there is a demand, and one, too, that deserves to be respected, for a different sort of education, it is nevertheless true, that this demand proceeds from only one portion of the public, and that the state of facts shows that there is a demand, proceeding from another; and equally respectable portion of the public, which decides that they are satisfied with the work of the College when it is allowed to perform its legitimate work. It is a fact that in the most unrestricted forms of Educational Institutions, where there are no compulsory courses there is always a very large proportion of the students pursuing the same course precisely that is prescribed in the close College system. So that the evidence thus furnished of the existence of the demand for a classical and mathematical training, shows that the *whole public* is not yet prepared to abolish that system entirely, but that a large and respectable portion of the people demands that its wishes should be consulted, and met, as well as the wishes of that part of the people who cry out for a change so radical as some contemplate. The truth is, that the wishes of all parties may be easily met, and ought to be provided for, but not in the way thus indicated,—by stubbornly insisting upon the adoption of



either plan to the exclusion of the other. From the urgency of the cry for practical Education, so-called, the friends of the close College system fell into another error which has operated disastrously upon the cause of solid education and sound learning. It was deemed necessary to endeavor to satisfy the wishes of all, and thus, holding on to the old curriculum in vogue for centuries, they continued to introduce into the same space of four years, all the Sciences that were from time to time developed into systems, until they so over-crowded the course as to make the scholarship of the very best students purely a smattering. So, on the other hand, when Scientific Schools were organized, for the same reason, viz: to meet what was deemed a demand, they undertook to teach what the College should teach, and the result is, that both systems have failed to meet public expectation. It must appear, to any competent mind, perfectly absurd to undertake to crowd into four years one hundred per cent. additional matter of instruction to what was included in the same length of time a half century ago, when more finished scholars, with better trained minds, and when abler men in every department of human effort, were turned out with that limited course, than are now sent forth from our Colleges, with all the additions which have been made to the curriculum.

There is a remedy for this evil; it is the principle of division of labor, applied to the Institutions of Learning. Confine the College to its legitimate function, viz: the essential discipline of the mind, by the daily compulsory drilling of the student in the number of really important studies that can be well mastered in the four years' course; then let the University course in all branches be thrown open to these well-trained minds to be pursued to any extent that may be desired. This is the true theory of the Higher Education.

I am not unconscious that we have to meet another demand, and I am quite in favor of providing for that also, viz: that of the class of our young men who cannot spend so much time in the prosecution of mere scholastic training, but who are in pursuit of such an education as shall fit them in the shortest possible time for a special sphere of effort. We must meet this call also, while, at the same time, loyalty to the true cause of Education requires us to maintain that in order to the completion of the entire process of training, developing, invigorating and rendering independent the mental faculties, the Collegiate course is indispensable. The position assumed is not that we would compel any one to enter the regular College, but we would provide, in all systems, for the demand that does most unquestionably exist, for the College course, so that all who wish may pursue it.

The result of my observations during my summer tour, on the subject of plans, and systems of instruction, is that there are two schemes of which a selection may be made, besides the real University system.

The first of these is that which is now in successful operation at the University of Michigan. There are three main or general Departments, viz: 1. The Department of Science, Literature, and the Arts; 2. The Department of Law; 3. The Department of Medicine and Surgery. But included under the first Head, are no less than six distinct courses of study, as follows: 1. The Classical Course; 2. The Latin and Scientific; 3. The Scientific Course; 4. The Course in Civil Engi-

neering; 5. The Course in Mining Engineering; 6. The Course in Mechanical Engineering. Besides all these courses they provide amply for a regular course of instruction in Analytical Chemistry.

In the first of these six courses, a student on entering is required to take all the studies usually pursued in order to attaining the degree of B. A. He need not take the course unless he so elect; but it is provided for him if he desire it, and it is necessary to the degree. In the second of these courses, Greek is omitted and Modern Languages substituted; In the third both Greek and Latin are omitted, and only Science and Modern Languages are pursued; In addition, if any student wishes, he may pursue selected studies in any of these Departments, for such a length of time as he may choose, but cannot attain a degree. The Professional Schools of Law and Medicine are thoroughly furnished with all that is necessary to a complete course in each of the Departments, and each is manned with four Professors, and largely patronized.

To carry out all these plans, and to make them practically effective in instruction, they have a Faculty consisting of four in each of the Professional Schools, and about twenty Professors in the Schools of Science, Literature, and the Arts. To meet the expenses necessary to sustain so large a Faculty of instruction the University possesses a very large income from investments, and funds in the State Treasury. This enables them also to furnish the instruction desired at a merely nominal price. The second plan which is adopted by some of the Institutions is to combine the compulsory and the elective systems together: For example: Require the students to take all the studies of the Freshman Class only, as at Harvard; or all the studies of both Freshman and Sophomore years, as at Princeton, N. J., after which allow some election or option of the Junior studies, and still more in the Senior course. The reason why this option is allowed at an earlier period at Harvard than at Princeton, is because the character of the Schools and Academies in Massachusetts is so superior as that by the time a student passes through their course, he has acquired so much of the classical course that he can complete at Harvard, in the Freshman Class, the usual amount required at other Colleges during their entire course. The schools in New Jersey not being of altogether so fine a quality, there is a necessity for an additional year in College.

In undertaking to recommend a system for our adoption, should we re-model this Institution, many things are to be taken into the account, so as to come to a right decision.

And first, I remark, that the name "University" applied to our Institution is unquestionably a misnomer under present circumstances. The Literary and Scientific Department is really only a College. We have but a single feature that gives us a claim to the name of a University, and that is, the Professional School connected with it. Our Law School, too, although doing its important work, with such enthusiastic thoroughness, and success, under its able and distinguished Professor, is singularly out of keeping with the other Departments, and is itself trammelled and circumscribed by the inadequate resources for its expansion and complete equipment. By a comparison of this School with other Law Schools, it will be seen that its results clearly indicate that it only requires aid to take rank with the best.



At the University of Michigan they have four Law Professors, and three hundred and forty-two students. At Harvard College the Law Faculty consists of three Professors, and they have one hundred and thirty-eight students. At the University of Virginia, they have two Professors, and one hundred and nine students. At Cumberland University, Lebanon, Tenn., they have three Professors, and seventy-seven students. At Yale College they have one Professor, and seventeen students. We have but one Professor in our Law School, and we had during last session twenty-six students. So that upon a full view of the subject, and with even this cursory and limited field of comparison and observation it is demonstrated that our Law School, struggling with adverse circumstances, has done and is still doing as well as could be done under the circumstances, and relatively as well as others, and better than the majority. We argue from its past success under such difficulty that were it enlarged and expanded, and furnished with the means and appliances needed to the successful prosecution of its work, no Law School in the South would compete with it. It is hoped that just so soon as the State is re-habilitated, and restored to its place, and put in possession of its resources, one object of the Board of Trustees should be to place the Law School in control of the means of advancing to that lofty position among similar Institutions, to which a great University, such as we ought to be, aspires, and which the present energetic Professor has deserved by past services, to have it elevated.

Besides this Department, however, I repeat, we have no other feature of a University as yet fully organized. We have attempted to inaugurate Special Schools, and have for some years been giving instruction to Students in Analytical Chemistry, and in a popular course of Natural Philosophy, and we have had partial-course students from the very beginning of the career of the University, and a course of instruction has been given in Civil Engineering. But it cannot be said that this Institution is a University in any proper sense of the word, except that it has, in addition to the regular College course, a Law Department. The reason is, not that we are opposed to such an organization; we are anxious to see it in operation; but there are two difficulties in the way as we consider the matter:

1. The lamentable want of some adequate system of Preparatory training in High Schools, or Academies, throughout the State, which renders it necessary that the Institution should be converted into a drilling school, this being no part of the business of a University.

2. Another difficulty is the one already mentioned, that we are striving to furnish to the country all the varied departments of instruction, and all the Sciences, new and old, that are embraced in the best equipped Universities. I say we are striving to do this, and the result, as above stated, is that we find it an ineffectual effort, save in regard to the single Professional School of Law, and even that is greatly trammelled. Let us review the course briefly to show the condition of matters as they now stand.

We are holding on to the close College system, as it is right we should, for purposes of mental training, and because there is a constant and wholesome demand for it. Scientific men themselves being judges, it is indispensable in a course of liberal education. We also undertake to

give instruction in Modern Languages; and this too is necessary if we would not lose caste, lose students, and fail in our duty as an Institution of Learning. We cannot if we would, and we would not if we could, ignore the demand for Scientific Education, and hence we provide for instruction in all those subjects pertaining to the broad domain of Natural, Moral and Intellectual Science. Now we aim to do all this in four fleeting years of human life. It is required of us, and we have accepted the task, and pledge ourselves to do our best towards its execution with the time and means at our disposal. But we at the same time do not conceal the fact, that all we can do is but the outline of an education. This is true not of this University only, but equally true of all Institutions, limited, as we are, in time, means, and laborers.

#### VI.—PROPOSED REMEDY FOR THE DEFECTS OF THE SYSTEM.

I would lay before your honorable body two distinct schemes for your consideration, and shall only premise the statement that I greatly prefer the first, which is the system adopted at the University of Michigan. I need not repeat it, as it is described to you in this Report on pages 44, 45 and 46. The argument in favor of that system is that it is the only complete and effective plan by which the close College and the University system can be combined. There all demands are met, and all tastes and wishes are gratified, and I am unable to see the authority by which it should be assumed that one demand of the public should be provided for, and not another, or why the wishes of one class of the community should be met in preference to those of another class equally deserving of attention, and at least as well qualified to judge of the comparative merits of different plans. We only plead for freedom of choice, and when we advocate the retention of the close College in the general plan, we do not design that it shall be compulsory upon all, but that it shall be in readiness for all who desire it.

This is the plan upon which I should rejoice to see the University of Mississippi modeled. I know it presupposes the possession of means, to place our University upon the same elevation of prosperity which the University of Michigan has attained. But all Institutions must have a minority in their career, and must grow by degrees. The University of Michigan had but ninety Students fourteen years ago; but they did thorough work with these, and continually added to the number of Departments of Instruction, and the means of improvement, and the facilities for acquiring an education in every Department, until the attractions became great enough to bring to their Halls, in the course of a few years, twelve hundred Students in all the schools. As the number of Students increased, they increased the number of Instructors, and now they have a double corps of Teachers in all the Departments of Science, Literature, and the Arts—two in Latin, two in Greek, two in Mathematics, two in Modern Languages, and two in Chemistry; two in Engineering. Having double work to perform, they doubled the force. Then the scheme is the same here as there only in extent. We have the same number of subjects, but not so many teachers. If you will examine the system there, you will find but thirteen principal Professors, and with these, the whole system may be organized, with the design to enlarge the Corps whenever the demand may justify it. That we need

more money to do this, may be true just now, but it is confidently believed that the interest on the amount now to the credit of the University in the State Treasury, together with the annual appropriation of twenty thousand dollars, made by the Legislature at its last meeting, and the tuition fees realized, even now, with the ordinary patronage of the University will be amply sufficient to organize on the plan described above, with one Professor in each Department, and that, when increased patronage may call for additional Professors, the increase of tuition fees will meet their salaries, or the Legislature will extend additional aid. There is one topic which should be brought to view in this connection, to which reference has been made on a former occasion. It would go far toward a comfortable accomplishment of our scheme for the enlargement of the University system, could the Legislature be induced to establish the College of Agriculture and the Mechanic Arts, at this place, in connection with the University, when Congress shall have granted the public lands to the State, for that purpose. This disposition has been made of these lands in many of the States; in Connecticut, they have been given to Sheffield Scientific School, in connection with Yale College; in New York, they have been given, in part at least, to Cornell University; and in Rhode Island, to Brown University; and in New Hampshire, to Dartmouth College. There is every consideration to induce the Legislature to adopt the same plan in disposing of the proceeds of these lands, by turning them over to this University, whenever the lands are placed under the control of this State. The arguments will suggest themselves to the Trustees, and I content myself with recalling the subject to your minds, and urging every member of the Board to immediate and persistent action in putting into operation every legitimate influence within their power to bring about an end every way so desirable.

2d. The other plan is one which, to some extent, accomplishes the combination of the University, or elective scheme, with the close College curriculum, and has been adopted in Harvard University, Princeton College, and some others. It consists in making the close system obligatory upon the Student who aims at the degree of A. B., only to a certain point in the course. At Harvard, the point is reached at the close of the Freshman, or first year of the course; while at Princeton, it is attained only after the Sophomore, or second year. I do not feel fully satisfied with either of these plans as a system to be adopted here, because, such is the low standard of Preparatory Education in this State, that, even two years of our course would not accomplish the amount of disciplinary training so necessary to a successful prosecution of the higher Departments. Still, I will proceed to lay before the Board the plan in its main features, as it is adopted at Princeton College.

The Freshman Class pursues the usual course in regular order, in the Classical Languages, in Mathematics, and in Belles Lettres and Elocution. The Sophomore Class, in addition to the foregoing, also takes Natural History, and one of the Modern Languages, French or German. No study is omitted during these two years, if the Student desires the degree of B. A. At this point, the Elective system is introduced, and while the studies of Mechanics, Natural Philosophy, and Astronomy, with Logic, Psychology and Metaphysics, Physical Geogra-

phy and Geology, Rhetoric and English Language, and the Relations of Science and Religion, are required of all, there are four following studies of which the Student may select two only, at his pleasure, viz: Higher Mathematics, Greek, Latin, Modern Languages, to each of which an equal amount of time is given.

In the Senior Class, the following are required of the Students, viz:

Chemistry, Natural Philosophy, and Astronomy, Moral Philosophy, Political Economy, English Language and Literature, Relations of Science and Religion; and then from the following studies, he may select so many as will occupy him six hours per week, appropriating one hour per week to each, viz: Natural Philosophy and Astronomy, Organic and Applied Chemistry, History of Philosophy, Modern History, Special course of Political Science, Greek and Greek Literature, Latin and the Science of Language, and two Modern Languages.

The above is a fair description of this second plan, by which the compulsory and elective systems are combined.

The only remaining scheme for consideration is the entirely open system in operation at the University of Virginia. I need not say anything on this plan, as it is fully known to all. My objection to it is that it is a plan not adapted, in my judgment, for the extremely youthful Students, (at the age of sixteen,) to whom it is thrown open. I have no objection to the system as appropriate to Students of matured minds and of a more advanced age.

I have sufficiently indicated my preference as to the foregoing plans, in a reorganization of this Institution. Whenever the Board shall have made a selection of a plan, it will then be time enough to submit to your consideration the necessary minute details.

I desire, in conclusion, to express my grateful acknowledgements to the Board for the privilege of serving the University in the mission recently performed by me. It was to me "a labor of love;" and, assiduously as I devoted myself to its discharge, I derived from it very great enjoyment, as it was congenial with my taste. I endeavored to perform the task assigned me honestly, and with an ever-present sense of my responsibility, and trusting that on a review of the results of my mission, it may be found that it has not been altogether fruitless of benefit to the University, I close with the utterance of my earnest wishes for the largest prosperity of the Institution over whose interests you preside.

Respectfully submitted,

JNO. N. WADDEL,  
Chancellor of the University of Miss.

## APPENDIX NO. 5.

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*To the Board of Trustees of the University of Mississippi:—*

As one of the committee to consider the subject of changes in the course of study in the University, I beg leave to say, that I have had the matter under consideration, and regret that circumstances place it out of my power to attend your meeting. I will submit some suggestions, with your permission, in part discharge of my duty.

The public mind, both in Europe and in this country, is earnestly directed to the "New Education," and the conviction is fast gaining ground that some thorough change in the existing course is needed to meet the requirements of the day. It was a remark of Milton that "he considered, *that* to be a complete and generous education which fitted a man to perform skillfully and magnanimously all the duties of the citizen, both private and public, in peace and in war." Our system of education falls far below this standard. The most helpless member of society frequently is the young man who has just graduated with high academic honors; and this for the reason that his education has not been directed to practical pursuits. So true is this, even in England, that one of their late writers remarks, that if an Oxford graduate should go to Australia, and fail to find employment as a teacher, the only other occupation he would be fitted for, would be breaking rocks for MacAdamizing roads.

Now I do not mean to deny that classical learning has its uses. What I mean to say is, that the education at the South, at this time, ought to be thoroughly practical in its most enlarged sense. We do not want painters, or sculptors, or poets, so much as we want artisans, mechanics, and engineers. We do not want orators or authors so much as we want practical thinkers and practical workers. Our education should be at once practical and scientific, covering the whole ground of polytechnic instruction and physical development of our natural resources. We must give prominence and preference to science in its application to agriculture, commerce, manufactures, civil and mechanical engineering and mining, and the subjects connected with these.

Attention must be turned to all the various departments of industry, so as to give employment to the whole people, and enable them to capitalize their earnings. Diversify pursuits, so that Southern industry may supply every Southern want, and retain the wealth which we produce, in our own borders. The great defect in our former system of economy was, that our energies were directed entirely to agriculture. Diversity of pursuits, division of labor, and multiplication of products, will lead to very different results. Wealth may be kept at home to enrich every class of the population, instead of being sent abroad to enrich other communities.

To secure this end, we must begin at the beginning the education of the young. Prof. Huxley, one of the most earnest and able of the advocates of the new education, says we must commence with the dawning



intellect of childhood—pursue it through the primary schools, through the academies, and colleges, and place the crown upon it, in the Universities.

The Paris Exhibition, of 1867, brought into active competition the industry of almost all civilized nations, and its results demonstrated the beneficial effects of this kind of education.

England had maintained for a long time an almost unchallenged supremacy in the manufacture of cotton. Here follows what one of her practical scientific men, who attended the Exhibition, in the character of a Reporter, says on that subject: “Few practical and reflective observers will glance around these competitive displays of industrial ability, in cotton manufacture, without feeling that however long or largely England may retain the leadership, anything like our exclusive empire, or undisputed sway in the cotton trade, is no longer possible. The superior *education* of continental workmen in certain branches, or the better position of foreign merchants in regard to certain articles, reduces us to a secondary position in some respects. If in all countries as excellent a system of public education prevailed as in Switzerland, our position would soon be menaced in many more directions.

These exhibitions of the rapidly developing powers of so many rival centres of production must quicken our efforts *by education*, by political discussions, by co-operative interests, by every means in our power, to bring every latent energy of our people to bear in maintaining our position. While we are hovering around the question of EDUCATION, and hesitating over the petty interest of parties in regard to it, the industrial sceptre is imperceptibly slipping away from us, and with practical obtuseness we shall refuse to see it, till the fact is accomplished, and it is too late to mend.”

The testimony of Mr. Scott Russell, another Reporter at the Exhibition, on a different branch, is no less explicit. He says, “in all departments of French engineering, *education* and science are everywhere visible; and if it be required of me to account for the greater rapidity of progress of the French in matters of engineering, during the last ten years, I can see no other reason for it, than their superior organization for *technical education*, as part of which they have as much as possible of practical knowledge communicated to them, in addition to their scientific attainments. I do not think our nation inferior to theirs in technical ability, personal energy, or in the skilful use of our hands; it is only in the want of *organized education*, that I can indicate any cause of our inferiority, or any remedy for it.” In the various manufactures of iron and steel, and the infinite purposes to which they are applied, the same superiority of trained and educated skill was demonstrated. So much was this the case, that “an Iron and Steel Institute for Great Britain,” has been set on foot, which has for its object the advancement of a chemical, geological, and accurate knowledge of these prime factors in commercial pre-eminence.

A writer in the Edinburgh Review, April, 1869, says: “The most momentous of all lessons is, that as a manufacturing nation our continued progress depends upon the *special education* of our operatives, in the principles and science of their several trades.”

All this is quite as applicable to our own South, as to the people of

whom it was written. If to all our acknowledged and unrivalled physical advantages, the South should add the so much desired education of the right character, our ascendancy in the manufacture, as well as in the production of cotton could not be problematical. The vast quantities, as well as the superior quality of the iron ores and of the coal beds of the South, under scientific and *educated* direction and control, would secure equal pre-eminence in these most important aids of progress and improvement. Destroy the gold mines of the world, and its civilization suffers no shock—strike out iron and its products, and society relapses into barbarism. Hence the importance of all education which will give the greatest efficiency to the development of these incalculable interests. The hematite iron ore from which the best steel is made, is becoming scarce and dear in Europe, and of inferior quality; in the South here, it is abundant. Capital and skill are alone wanting to give the same supremacy to the South, in these products as in cotton. The Institution which will take the lead, in giving the *education* which will advance these ends, will merit and will win the gratitude of the community.

Old Virginia is doing her share in this work. Her University some two years ago, “recognizing the importance of the demand for more detailed instructions in the facts and laws of nature, and the methods of applying these to useful, practical purposes,” organized two schools of instruction devoted especially to science in its applications to the useful arts. These constitute its “Department of Industrial Chemistry and Civil and Mining Engineering.” At its last session, there were about 50 students in this special department. Gen. Lee has adopted a similar course, with some modifications, in Washington College, of which he is President. Many of the Northern Institutions are making changes of a similar character, and more than one English Association is engaged in framing plans for the same purpose.

In conclusion, I think, the change in our University should be gradual, not sudden and abrupt. If the funds will warrant it, I should favor the erection of two special schools, similar to the two in the University of Virginia—and engage competent Professors for them. At the end of the Sophomore year, I would let each student elect his subsequent course, and confer degrees according to proficiency, to such as take the special course. Any required change in the present Curriculum, can be readily adjusted to meet the system in the special schools. Graduates of the regular course, could at pleasure, remain and go through the special course.

I have thus set down the result of my researches and reflection on this subject, and regret that the delicate health of a member of my family, will prevent my attending your session.

Very respectfully yours,

ALEX. M. CLAYTON.

YELLOW SULPHUR SPRINGS, VA.,

September 3, 1869.



## APPENDIX NO. 2-A.

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### PROF. E. W. HILGARD'S REPORT TO THE CHANCELLOR.

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*To the Chancellor of the University of Mississippi:—*

SIR: In accordance with the resolution of the Board of Trustees on the subject, I herewith submit to you a report on the condition and wants of the department under my charge.

The Junior Class has completed the usual course in Chemistry, somewhat more fully than usual, in consequence of the transfer back to the department of Physics, of a portion of the subjects properly pertaining to that department, which for some years past, had been taught in the Chemical course. It has thus been possible to treat more fully of the subject of Metallurgy in a practical point of view; but it does not seem feasible, under the present arrangement of studies, to accomplish more than this, and reach the subject of Organic Chemistry, daily growing in practical importance.

I have repeatedly called attention to the fact, that so long as Chemistry and Physics *begin* to be taught in the same collegiate year, the Chemical course, must of necessity, be preceded by a course of Physics, which, however abbreviated, consumes a large amount of time, because the subject is new to the class, and to be understood to the extent required for the comprehension of a course of Chemistry, cannot be passed over lightly. It thus happens that a large part of Physics is really taught twice in the curriculum, to the detriment of the course of Chemistry especially, and without a corresponding advantage to general instruction.

It may be suggested that the Chemical course should be abbreviated in its details. I confidently assert that, were this done to a greater extent than is the case at present, it would utterly fail to fulfil its object, either as a means of mental discipline, or as an indispensable preliminary to the succeeding courses of Mineralogy and Geology; and would place the department on a footing incompatible with the maintenance, either of its own character, or that of the University course.

A "short" course of Chemistry is either a mere list of facts, of little use as a means of mental discipline, and too incoherent to be retained by the mind of the student, even as useful information, or on the other hand, a dry summary of rules or "principles" which, for want of application to facts, is too little edifying or useful to claim the student's attention with a view to either of the objects of the educational course.

The phenomena of Physics may be construed upon the basis of comparatively a few fundamental facts, and principles logically derived therefrom. Chemistry, on the other hand, is almost purely experimental, and an *experimental* course alone, can even *interest*, none other can *instruct*, the student. It is only by dint of repetition and varied exam-

ples of application, that the principles of the science can be made intelligible, and impressed upon the mind.

Could an arrangement of studies be effected by which Chemistry would succeed Physics in logical order, i. e. in the succeeding year, the same amount of time would be much more profitably employed, the course could be made more truly useful, and creditable to the University. As a logical necessity, however, the studies of Mineralogy, Geology and Botany, would have to be deferred to the year succeeding the Chemical course, which could only be done by either lengthening the curriculum to five years, or raising the requirements for admission into the freshmen course, to those now required for the sophomore class. That the crowded state of the curriculum imperatively calls for a change of some kind, has long been obvious, in almost every department of instruction; and has been dwelt upon by you, ever since the exercises of the University were resumed. I merely present the matter here in its special bearing on my department, to place on record my conviction of the impossibility of imparting to the generality of students, within the space of four years, a satisfactory education, so long as a better state of preparation for admission into the lower classes shall not render it possible to make the courses of the higher ones what they should be, the finishing touches of a thorough education, as well as to the professional student, a full introduction to the study of his profession.

It is hardly necessary to insist on the growing importance of even the more recondite portions of the Physical sciences to daily life, and the consequent increasing demands, not only for professional instruction, but for a certain degree of acquaintance with these departments of science, on the part of every educated man. This tendency has led to a gradual cutting down of the literary and linguistic studies, until a further reduction would result in rendering this part of education purely nominal and practically nugatory. Nothing could be more undesirable either in the general interest of education, or even in that of the progress of the objective sciences themselves. The training and plasticity of the mind which constitutes scholarship, can never be attained by a one-sided study of the objective world alone; it is the absence of this needful element which lies at the bottom of that offensive charlatanism and materialism, which characterizes the hangers-on to the wheels of progress in the Physical Sciences.

If, then, more is demanded of the scholar, educated gentlemen, mechanics and tradesman of these days, it seems reasonable that at least a full complement of time should be allotted to the attainment of that education. Instead of this, there is a marked tendency to a high-pressure system, and it is a practical necessity to make special provision for those desiring to be so instructed. But this can and should be done without sacrificing the true principle, or in any manner diminishing the opportunities and inducements for the attainment of thorough education, and true scholarship. It is for the University to maintain unflinchingly the proper standard, and while promptly placing itself in the front ranks of progress, to stem with all the might of its moral influence, the tide of public opinion, which would drift us towards charlatanism and, through utilitarianism, to materialism.

I am led to these remarks in order to avoid a misunderstanding of my position in regard to the definite and efficient establishment of special schools of science, which I believe to be indispensable with reference, not only to my department, but the standing and success of the University of Mississippi as an institution of a higher grade than a mere "college for boys." Any one who has watched with moderate attention and intelligence, the drift of the public mind since the war, must be aware of the fact, that the demand for professional instruction, especially in the Natural Sciences as bearing upon the arts, has increased in a remarkable degree; and no State institution failing to conform to the extent of its ability, to this demand, will henceforth be considered as fulfilling its mission.

It is true that a programme of such schools is now announced in the catalogue. But it is also true that the names of the instructors in these schools are identical with those in the collegiate department; and the public judging from experience what one man is likely to accomplish in a thorough and efficient manner, naturally mistrusts the efficiency of the arrangement, and inclines rather to patronize institutions where an array of names sufficiently numerous to *promise* efficiency, is placed before them.

But a single student, (Mr. R. H. Loughridge,) has, during the past session, pursued the practical course in the Laboratory. He has, however, in the course of a session and a half, become competent for the performance of quantitative analyses of soils and marls for the Geological Surveys of Mississippi and Louisiana, and would, for the coming session, be equally competent to act as an assistant in the Laboratory. Being himself still a student desirous of continuing under my instruction, he would in the capacity of assistant, be satisfied with a compensation merely sufficient to pay his expenses, with contingent fees from practical students.

It is precisely in this way that European and Northern institutions manage, without great expense, to obtain the services of a numerous and efficient corps of instructors, whom it would otherwise require a princely endowment to salary. And it is thus that with us the same end could doubtless be secured, and the schools of science rendered efficient, popular and practical. The assistants relieve the Professor in a measure, from the performance of that kind of routine, and matter-of-course work, which to the latter has all the irksomeness of a treadmill, consuming time and energy which should be devoted to this study, necessary to keep up with the progress of his science, even if he should not himself aid in its advancement by *original investigation*—that test of thoroughness and whetstone of the mind. So long as his daily duties bind down the teacher to his desk till his energies are exhausted, in vain will the institution that so employs him hope for reputation of a higher order.

To the assistant, on the contrary, the performance of even the routine work above referred to is profitable and even interesting, because new; while his own objects, or subjects of study, necessarily bring him into that constant contact with his fellow-students which to the professor implies absolute slavery.

I therefore respectfully suggest that for the coming course, Mr. Lough-

ridge be *insured* a compensation sufficient to enable him to remain as assistant in the Laboratory; and that his name be announced as such in the annual advertisement.

I do not think it desirable to make any change as regards fees, etc., for the Laboratory course. The professional, earnest student, will not be deterred from pursuing it by the additional charge, while this difference is yet sufficient to keep out of it that undesirable class who seek in it nothing more than the comparative freedom from control which it must ever be presumed safe and necessary to accord to young men who have made choice of our occupation for life.

I suggest that it would greatly add to the respectability and practical value of the course to the student, if a definite degree—say that of Bachelor of Science—were to be announced as the goal of a three year's course in the sciences; and that in the meantime, the certificates of proficiency be given an official form by being enrolled on parchment blanks headed with the name of the University, and signed, not only by the professors concerned, but also by the Chancellor. It gives me satisfaction to say that the informal certificates given by me to such of the practical class of 1867-8 as desired them, have been the means of procuring for several of them desirable positions at once.

The additional furnaces and shelving provided since last year, in the Laboratory, have added greatly to order, comfort and facility of operations; the most serious drawback being now, as heretofore, the necessity of using alcohol as fuel instead of gas, which is becoming more and more an indispensable adjunct to Laboratory operations. Many of those which are now matters of daily practice in Laboratory instruction, cannot be performed at all where gas is wanting; and the high price of alcohol compels a degree of parsimony in its use which, added to its want of adaptation, renders its employment doubly irksome. I have given, in my last year's report, estimates of the cost of the introduction of gas, both into the Laboratory and Main Building recitation rooms, and were it possible to afford the outlay, it would be wise economy to effect this important improvement at once.

\* \* \* \* \*

There exists an urgent necessity for an increase of the Chemical library, to which no additions have been made for ten years—an epoch momentous in the history of the science, during which its volume has nearly doubled, and its ideas and language have undergone a radical change, so as to compel a change of text-books all the world over. About \$250 would suffice to fill the most important deficiencies in this regard.

\* \* \* \* \*

As for the Senior course in Geology and Natural History, it has been most ably and as fully as time would permit, conducted by Dr. Little. I sincerely trust that this department, which is still nominally under my charge, will be definitively detached and erected into an independent chair, or *several*, whenever circumstances may permit. It is clearly impracticable, and would scarcely seem to become an institution bearing the name of a University, to retain even in *name* the connection into

one, of two departments, both of which are so extensive, and in both of which, few persons nowadays, can pretend to be fully competent to teach. Especially is this the case when instead of Geology and Mineralogy alone, the course is (as it obviously should be) made to embrace also Botany and Zoology; there being no reason why the two former should be taught to the exclusion of the latter. I have myself, formerly attempted, and Dr. Little has measurably carried out, this expansion of the course, which a due regard to the requirements of a general education clearly demands. But to attach all these departments to a single chair, is to place the University on a level with common preparatory colleges, and is manifestly incompatible in the last degree with the demand for *special* instruction; for which, in such a case, no professor could find the time, and very few the ability.

In the ultimate development of the University, four professorships would barely embrace all the subjects now nominally included in one.

I cannot conclude without calling your attention to the important advantages which the location of the headquarters of the Geological and Agricultural Survey at this point, has secured to the institution. Not only does the collection of the Survey excite the interest of visitors in a high degree—not only does it serve as the basis of instruction in the Natural Sciences; but it renders the University the centre, both of instruction to the youth of the country, and a point to which the inquiries of practical men, from all portions of the State are continually directed, for information of all kinds. The task of answering such letters, about equally divided between Dr. Little and myself, is gradually becoming somewhat onerous, and has led me to the frequent use of the columns of agricultural journals; through which, again, the influence of the University is extended. This lively and constantly increasing demand for the light which science can throw upon the operations of daily life, is a strong hint as to what the rising generation will demand of the State University, apart from the general educational course. And I sincerely hope that nothing may interfere to check the development which at no distant time, promises to render the University of Mississippi the peer of any institution in this country.

Respectfully,

EUG. W. HILGARD,  
Prof. of Chemistry.

UNIVERSITY OF MISSISSIPPI, June, 1869.



## APPENDIX NO. 2-B.

### REPORT.

Department of Mathematics, University of Mississippi, June, 1869.

*To the Hon. the Secretary of the Board of  
Trustees, University of Mississippi.*

The undersigned has the honor of rendering the following report regarding the Department of Mathematics, for the Academic year 1868-9.

The Preparatory class had one recitation per day during the year—reviewed Arithmetic, and was finally examined upon the Elementary Algebra to equatinos of the 2d degree.

The Freshman class had one recitation per day. At the Semi-Annual Examination was examined upon Bourdon's Algebra. During the second term, completed Legendres' Geometry and something more than one-half of Plane Trigonometry.

The Sophomore class was larger than usual. I deemed it judicious to divide the class into two sections and gave them two hours per day during the year. At the Semi-Annual Examination the class was examined upon Plane Trigonometry, Mensuration and Church's Analytical Geometry. At the Annual Examination, upon Church's Differential and Integral Calculus and upon Sand Surveying. The class had much practice on the field with Levelling and surveying instruments.

This course in Mathematics is more extended and thorough than is usual in classical institutions, but we think it was accomplished without detriment to other departments.

After an experience of upwards of twenty years with large Collegiate classes, I have never had those I could commend more highly.

Respectfully submitted,

C. W. SEARS,  
Prof. of Mathematics.

UNIVERSITY OF MISSISSIPPI,  
June 23, 1869.

## APPENDIX NO. 2-C.

### REPORT

*Of the Professor in the Department of Latin and Modern Languages.*

UNIVERSITY OF MISSISSIPPI, }  
June 1869. }

DR. J. N. WADDEL, CHANCELLOR:—

*Dear Sir:* The following summary exhibits the amount of work

accomplished in the department of Latin and Modern Languages in the several classes :

The Freshman Class has had 4 recitations a week ; Sophomore class has had 4 recitations a week ; Junior class has had 2 recitations a week ; Senior class has had 1 recitation a week.

The Freshman class, in addition to weekly recitations in Latin Composition, and constant recitations in the Latin Grammar ; read during the first half-session, 1st Books of Livy ; during the second half-session, Selections from Odes, Satires and Epistles of Horace.

The Sophomore class continued the weekly recitation in Arnold's Latin Prose Composition, begun in the Freshman year, reviewed the Latin Grammar, and read during the first half-session the Permania and Agricola of Tacitus ; during second half-session 4 Satires of Juvenal, 1 of Persius.

The Junior class read during the first half-session, 3 Satires (1st 3d and 10th) of Juvenal ; and during the second half-session studied the Grammar of the French Language.

The Senior class during the whole year, reviewed the French Grammar, and every recitation translated selections from Classic French Authors into English.

Respectfully submitted,

A. J. QUINCHE.

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## APPENDIX NO. 2-D.

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### REPORT OF THE PROFESSOR OF GREEK.

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The Freshman class have read the usual quantity of Greek, the first book of the Anabasis during the first half of the session, and most of the Herodotus the second half. The class, as a whole, is inferior to the class of last year and perhaps of the year before. This is owing to the fact that nearly, or quite, one-half of the class, had no proper qualification for the Freshman, many of them never having studied Greek before.

It would seem that the classical schools of the country are wholly insufficient, both in number and competency, to prepare students for college. Those members of the class who were prepared for admission have made fine progress, and are excellent scholars. The others are doing well under the circumstances, except a few whose great want of preparation will unfit them for a longer membership in the class.

The Sophomore class have read three books of the Iliad in the first-half, and nearly all of Demosthenes in the second half of the session. With a very few exceptions this is a class of remarkable excellence. The introduction of Hadley's Grammar and editions of the classical



authors containing copious references to it, have, in my judgment, marked a new era in the study of Greek. Not only is the language more thoroughly, accurately and pleasantly acquired, but because of its superior arrangement and clear insight into the philosophy of language, the student is trained to the more delicate and discriminating process of reasoning, one of the chief advantages of the study of language.

The Juniors have had but two recitations a week, reading the Prometheus and the Œdipus, while the Seniors have had but one, accomplishing the Apology and Crito of Plato. These two classes, while not as good, it is believed, as their successors will be, at least those of them who may be properly prepared, are better than the classes who have preceded them.

There have been twenty-five students reciting in my department in the Preparatory class this session last year there were twenty, and the year before twenty-eight. Those of them who came at the beginning are prepared for the Freshman, and several who come after Christmas will likewise be admitted, while the others with some study during vacation might also make the same class. The students prepared by us here are better than those coming from most other schools.

J. J. WHEAT, Prof. Greek.

J. N. WADDEL, D. D.,  
Chancellor, &c.

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## APPENDIX E.

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### REPORT

*Of the English Department of the University of Mississippi.*

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The Senior class, reciting twice a week, have accomplished Spalding's History of English Literature, with a brief review.

The Junior class, reciting three times a week, have completed nearly the whole of Blair's Lectures on Rhetoric and Belles Lettres.

Having one recitation a week, more than has been usually allowed; they have accomplished more than any previous class.

The Sophomore class, reciting twice a week, have completed the fourth, the fifth and the sixth part of Fowler's Grammar, comprising the Etymological, the Logical and the Syntactical Forms in the English Language.

The Freshman class, reciting three times a week, have completed the first, the second and the third parts of Fowler's Grammar, comprising the Historic Elements, the Phonetic Elements, and the Orthographical Forms in the English Language.

During the last half of the Term, the class have received, in lieu of one recitation, one Lecture a week on Anglo-Saxon History.

The Preparatory class, reciting five times a week, have completed and reviewed, during the first half of the Term, Butler's Practical Grammar.

The recitations upon the Texts have been accompanied with remarks and comments and the doctrines taught by the author compared with the teachings of other writers on the same subjects.

The attendance of the classes, has generally been close and their deportment good. Their progress in most cases has been highly creditable.

Most respectfully,

J. G. BURNEY,  
Prof. of English Literature.

TO DR. J. N. WADDEL,  
*Chanc. Univ. Miss.*

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## APPENDIX NO. 2.—F.

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REPORT

*Of the Professor of Logic and Metaphysics.*

UNIVERSITY OF MISSISSIPPI, }  
June 18, 1869. }

DR. J. N. WADDEL, CHANCELLOR:—

*Dear Sir:* In compliance with a resolution of the Board of Trustees, I have the honor to submit the following statement of the affairs of my department:

My instructions with the Senior class began with the subject of Political Economy—Wayland as Text. We were engaged upon this during all of the first half-session, and for a few days of the second.

Constitutional Law followed. Used the Constitution of the United States as Text—expanding the general subjects by familiar lectures. International Law occupied the remainder of the time. This last subject was greatly hurried for lack of time.

The Junior class began with Psychology, which subject occupied all of the first half-session—Logic took up the second half.

It is to be regretted that more time cannot be allowed the important subjects of this chair. The only relief, so far as I can see, for the same trouble is found, I believe, in all departments—would be in abandoning our present closed curriculum and making each department independent in this regard.

I must be permitted to express my dissatisfaction with the text-books in use in my department. They are exceedingly narrow and imperfect. I am not prepared to recommend others in their place at this moment; but trust that I shall be, before the next opening.

In addition to the above duties, I have conducted the exercises of the several college classes in Elocution and English Composition during the year. Touching the practical exercises in English, I cannot say that the results of my labors have proved satisfactory. There is great deficiency in this regard among our students. I particularly request that my room be fitted up with additional black-boards, in order to facilitate practical instructions in this subject.

I have the honor to be,

Very respectfully, your ob't. sv't.

F. A. SHOUP,  
Professor, &c.

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## Appendix No. 2—G.

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### EXTRACT

*From the Report of the Professor of  
Natural Philosophy and Astronomy.*

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In this department, the Junior class, with one daily exercise from the 16th of September, 1868, to the 16th of June, 1869, has completed under my instructions, the Differential and Integral Calculus, Statistics, Dynamics, Hydrostatics, Hydrodynamics and Acoustics.

The Differential and Integral Calculus is not a study belonging properly to this department, but on account of the amount of labor falling upon the Professor of Mathematics, it has been temporarily attached to it.

The Senior class, with three exercises per week the first session, and with four the second, has completed Optics and Astronomy.

All the subjects of this department are studied analytically, and are extensively developed and illustrated by lectures and experiments.

For the most part the students have done well, and with very few exceptions they have sustained themselves creditably.

L. C. GARLAND,  
Prof. Nat. Phi. and Astronomy.

1870







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